

## DOCUMENT RESUME

ED 267 679

HE 019 147

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TITLE Transfer Students at Berkeley.  
INSTITUTION California Univ., Berkeley, Office of Student Research.  
PUB DATE Oct 85  
NOTE 101p.  
PUB TYPE Reports - Research/Technical (143) --  
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.  
DESCRIPTORS \*Academic Persistence; \*Articulation (Education); \*College Transfer Students; Educational Background; Enrollment Trends; Grade Point Average; Higher Education; Institutional Research; Questionnaires; \*State Universities; Student Adjustment; \*Student Attitudes; Student Characteristics; Student Experience

IDENTIFIERS \*University of California Berkeley

## ABSTRACT

Data about transfer students at the University of California, Berkeley, are reported, based on a spring 1985 telephone survey of transfer students at Berkeley and other student data, including enrollment trends, performance, and persistence. Particular attention is directed to community college (CC) transfer students. Survey responses revealed the following: (1) transfer students are generally satisfied with the university overall and half are very satisfied; (2) about one-half of the transfers found the university to be different from what they expected (over two-fifths felt unprepared); (3) transfer students, especially those from community colleges, tend to be older and to have spent more time out of school than other undergraduates; (4) CC transfer students include a greater proportion of high-risk students, but their graduation/persistence rate (80%) is equal to and slightly higher than the rates for transfers from four-year colleges; and (5) the diversity among CC transfers, especially their age distribution, makes it especially difficult to generalize about this group. The Telephone Questionnaire is appended, along with information on the last schools attended by transfer students, student answers to selected items, and data on graduation and persistence rates. (SW)

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#### ACKNOWLEDGEMENTS

This report on transfer students at Berkeley is the outcome of a team effort by staff of the Office of Student Research. Austin Frank, Tom Cesa and Gregg Thomson, along with the author, planned the project, designed the survey, and reviewed the findings.

Three staff members--Lane Looze (a transfer student hired for the survey), Dorothy Carnegie, and Bob Freeland--completed the telephone interviews. Dorothy also did the data entry and statistical package; Bob did the data retrieval from our cohort files; and Ken Wahl provided consultation on these data matters.

Lucinda Merritt organized and coordinated the project's paperwork and production of the final report. Jane Smith-Williams typed the text.

The Community College Council, and especially its Chair, Kurt Lauridsen, offered useful suggestions for the survey questionnaire and the report.

All of these individuals made valuable contributions to this report.

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## SUMMARY

This report brings together current data about transfer students at Berkeley. The core of the report is an analysis of a Spring 1985 telephone survey of transfer students at Berkeley. In addition to survey results, we discuss other data about transfer students that the Office of Student Research regularly collects, e.g., enrollment trends, performance, persistence, and graduation rates. We incorporate data from past Berkeley studies and from the literature on transfer students.

Within the general category of new transfer students, we pay particular attention to community college transfers, the largest subgroup of transfer students. In Fall 1984, community college transfers were 55% of all new transfers at Berkeley.

Analysis of the survey responses and other data provided the following information about transfer students at Berkeley:

- Transfer students are generally satisfied with Berkeley overall; half are very satisfied.
- About one-half found Berkeley to be different from what they expected; over two-fifths felt unprepared.
- Transfer students, especially those from community colleges, tend to be older and to have spent more time out of school than other undergraduates.
- CC transfer students include a greater proportion of high-risk students, but their graduation/persistence rate (80%) is equal to and slightly higher than the rates for transfers from four-year colleges.
- The diversity among CC transfers, especially their age distribution, makes it especially difficult to generalize about this group.

Overall, transfer students at Berkeley make it through the transition period and persist to graduation. Still, the data suggest that the transfer process could be improved with more extensive pre-admission advising and special assistance for transfer students during their first semester at Berkeley.

We expect that this report will be of use in the ongoing campus discussions about ways to improve the transfer process and the experience of transfer students at Berkeley.

## TRANSFER STUDENTS AT BERKELEY

### Introduction

In this report we bring together current data about transfer students at Berkeley. The core of the report is an analysis of a Spring 1985 telephone survey of new transfer students. In addition to survey results, we discuss other data about transfer students that the Office of Student Research regularly collects, e.g., enrollment trends, performance, persistence, and graduation rates. We incorporate data from past Berkeley studies and from the literature on transfer students.

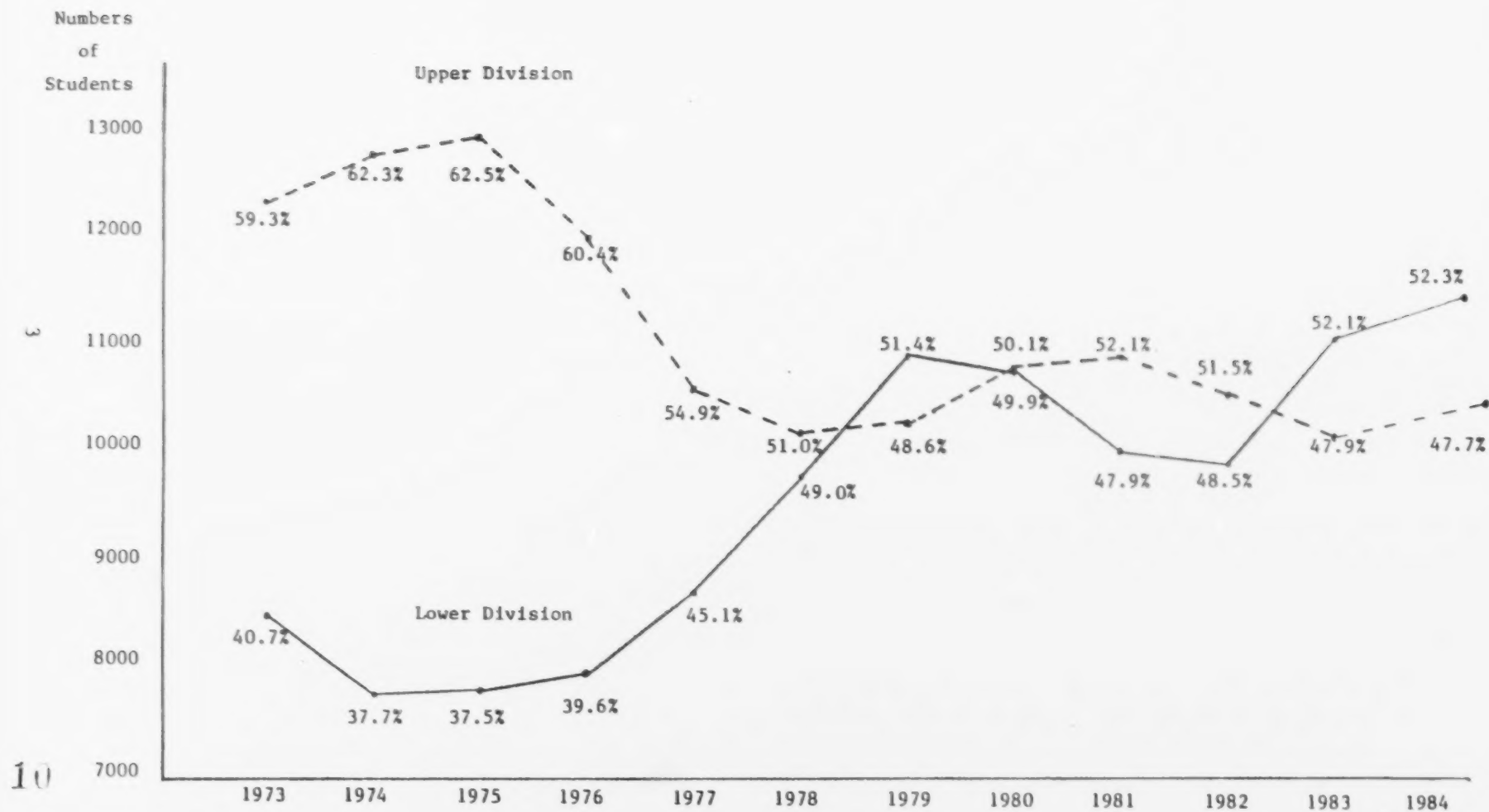
Within the general category of new transfer students, we pay particular attention to community college transfers because the University has, through the State's Master Plan for Higher Education, a special relationship to community colleges. Moreover, community college transfers make up the largest subgroup of transfer students; in Fall 1984, they were 55% of all new transfers at Berkeley.

### Background

One of the functions of the University of California, as specified in the Master Plan, is to accept all eligible junior transfers from community colleges. This provision expands the University's eligibility pool from the top 12½% of the State's high school graduates to include students who were not eligible from high school but have since met the transfer requirements, i.e., 2.4 grade point average (GPA) plus college and department required courses. The Master Plan also prescribes that UC's enrollment be made up of 40% lower division and 60% upper division, a balance that has not been met at Berkeley since 1976 (Figure 1). However, preliminary enrollment figures for Fall 1985 reveal that the proportion of upper division students has been increasing over the past two years and is now about 51% of the total undergraduate population.

In the mid-seventies, the number of community college transfers in the State began to decline. By 1984, the number of new advanced standing students at Berkeley dropped from 45% to 27% of all new undergraduates.

Figure 1. Upper and Lower Division Enrollments at Berkeley  
Fall Terms, 1973-84



Note: Percentages are based on total undergraduate enrollment each Fall.

Over the past two years, there has been a slight upswing in the number of transfers but a continuing decline in their proportion compared to new freshmen (Figure 2).

Concern about the declining number of transfer students, their performance at UC, and the transfer function itself has been high, especially since a UC Task Force on retention and transfer reported in 1980 that performance of community college transfers at the University was worsening (UC, 1980). More recently, the Universitywide administration initiated studies of community college transfer students in the UC system (UC, 1984a). Two other Statewide offices--the Chancellor's Office of the California Community Colleges and the California Postsecondary Education Commission--have recently completed new studies of the transfer function (California Community Colleges, 1984, 1985; California Postsecondary Education Commission, 1985a).

In 1983, the Berkeley campus held the first Community College Forum, which has become an annual conference of northern California community colleges. These day-long meetings have focused on topics such as articulation and admissions.

Also in 1983, this campus established the Community College Council to expand communication between the campus and nearby community colleges on ways of facilitating transfer of community college students to UC Berkeley. The Council, composed of community college representatives plus Berkeley faculty and staff, meets monthly to discuss areas of mutual concern. One outcome of these meetings has been a directory of campus activities for community colleges which provides, for the first time, the names of individuals in each academic department who are designated as contacts for community colleges.

Last year, a new unit, the Office of Academic Preparation and Articulation, was set up to coordinate and facilitate formal and informal relationships with community colleges (and high schools). Currently, that office is assigned, as part of the new Statewide program of Transfer Centers, to work directly with three community colleges who have Transfer Centers to encourage transfer to UC.

The campus administration's concern with transfer students derives, in part, from its interest in maintaining a balance of upper division-lower division students and, in part, from its desire to increase the number of

TRANSFER STUDENTS AT BERKELEY

Rose Scherini  
October 1985

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Figure 2. Transfer Students as Percent of New Undergraduates  
Fall Terms, 1975-84

Office of Student Research  
August 1985



Source: Office of Student Research, Ethnic Distribution of Total Number of New Undergraduates at UC Berkeley, February 1978, December 1981, and November 1984

affirmative action students. It is well known that community colleges have the highest proportion of minority students among all postsecondary institutions in the State (California Postsecondary Education Commission, 1982). This report on transfer students and the telephone survey itself, then, are outcomes of the campus' interest in learning more about transfer students at Berkeley.

#### Transfer Students: Who Are They?

Technically, transfer students are those entering Berkeley after having completed 13 college units, the equivalent of one term in college. In official campus statistics, these students are "new advanced standing students." Some transfer students do enter as freshmen, and a small number enter as seniors, but the majority enter as sophomores and juniors. An increase in sophomore transfers several years ago has now been reversed as a result of a policy decision to accept most transfers only with the unit equivalent of two years of college.

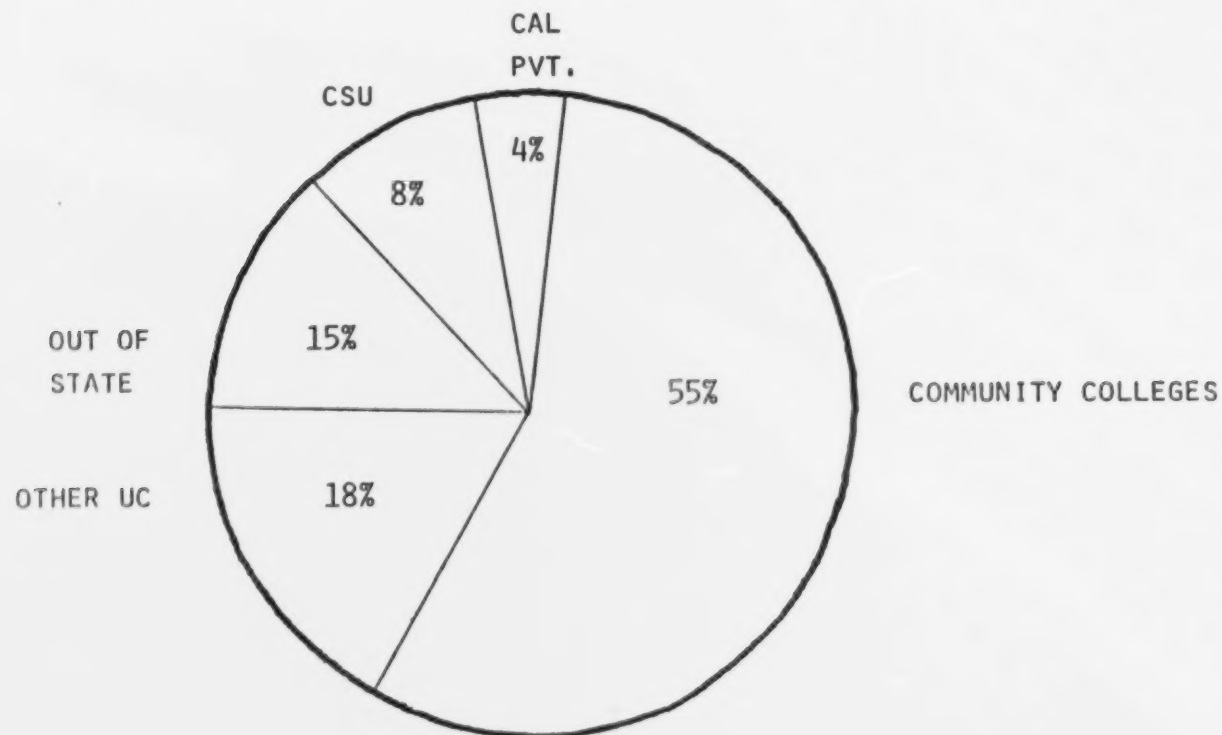
Transfer students come from four major source school types: California Community Colleges (51%), California State University colleges (8%), other UC campuses (22%), and private or out-of-state colleges (16%). A very small number of transfers (13%) come from foreign institutions; they are included in the out-of-state category. The distribution of Berkeley transfer students by each type of source school is shown in Figure 3.

#### Enrollment Trends

Community college enrollments peaked in 1981 and have been steadily declining since then. At the same time, enrollments in UC, CSU, and private colleges continued to grow, even though the number of high school graduates was declining. This happened because the percentage of high school graduates enrolling in college grew through the early eighties to 61%. Since 1982, the rate has been declining and was 56% for the 1984 class (California Postsecondary Education Commission, 1985b).

The numbers of Community College (CC) transfers to Berkeley (and all UC) have, however, been declining from the high rates in the early seventies when there were 3000 new transfer students each Fall, including 1500-2000

Figure 3. Source Schools of Transfer Students  
Percentage by Source Type  
Fall 1984



Source: Office of Student Research, Undergraduate Statistics for the University of California, Berkeley, Fall 1984, 10/26/84

from community colleges. Now Berkeley has about 1600 new transfer students each year, with 900 from community colleges. Systemwide, the decline in the number of incoming transfers (42%) has not been as great as at Berkeley (55%)(Office of Student Research, 1985).

The causes for the decline in CC transfers are not completely clear, but at Berkeley we believe two major factors are (1) the great demand for freshman admissions, and (2) the competition for junior admission to the impacted majors (engineering, business administration, economics, and others).

If we look at longer-term trends, however, we see that the CC-UC transfers are going through a second cycle of growth within 20 years. The numbers of CC transfers grew in the late sixties, reaching a peak in 1973 (for both Berkeley and Systemwide), then dropped to a low in 1981; since then, the trend is slightly up.

#### Transfer Student Issues

The major issues about transfer students concern community college students and their performance at Berkeley. Many of the CC transfers were not UC-eligible when they graduated from high school, and there is some concern that they may not be competitive with persisting "native" students who originally entered Berkeley with high GPAs directly from high school.

At Berkeley, these are the major transfer student issues:

1. articulation and the transfer process;
2. decline in numbers of CC transfers;
3. academic performance of transfers;
4. persistence and graduation rates; and
5. the student's own transfer experience.

The telephone survey conducted last Spring was designed to provide more information about the transfer experience and about the demographic characteristics of the students. This report also provides transfer student data on performance, persistence and graduation rates derived from the Office of Student Research's cohort files. We will draw on both the survey results and cohort files throughout this paper in order to report the most salient data we have on transfer students at Berkeley.

(The survey questionnaire with response frequencies is Appendix A.)

## The Spring 1985 Transfer Student Survey

In Spring 1985, the Office of Student Research conducted a telephone survey of a 10% sample of sophomore and junior transfer students who enrolled at Berkeley for the first time in Fall 1985. The interviews were held in March and April, midway through the students' second semester. The majority were juniors; only 15% (18) were sophomores at entrance.

### Methodology

The Sample. From the registration list of new sophomore and junior transfers (N = 1400), we eliminated foreign students (44), and then selected every tenth name for the sample. This provided 135 names. However, because of missing telephone numbers, we ended up with only 102 in the sample. Thus, we did not have a true random sample.

Then, because the numbers of Black, Hispanic and CSU transfers in the sample were small and their proportions not representative of the population, we identified all the members of these three groups with telephone numbers, and we did quota sampling for these subgroups. We followed the same procedure for students over 24 years of age as we wanted to learn more about this subgroup of older students, and we needed a larger number than occurred in the original sample.

The Interviews. The interviews were conducted by three Berkeley students. One was a recent CC transfer; the other two were research assistants in the Office of Student Research. The procedure was to call every name in the systematic sample up to five times. There was only one refusal; 20 were not reached. Interviews were completed for 80% of the original sample. In the case of the subgroups where we used quota sampling, we simply contacted the additional number we needed, moving on to the next name when there was no response.

The Respondents. Telephone interviews were completed for 120 students, including 61 from community colleges, 26 from other UC campuses, 18 from private or out-of-state colleges, and 14 from CSU campuses. (See Appendix B for a list of schools by name.)

Table 1 compares respondents and the population of new transfer students. With few exceptions, the respondents are representative of the

Table 1. Demographic Characteristics of Respondents  
Compared to Population of All New Transfer Students  
Fall 1984

| Characteristic                       | Respondents<br>N = 120<br>% | Population<br>N = 1386<br>% |
|--------------------------------------|-----------------------------|-----------------------------|
| <u>Gender</u>                        |                             |                             |
| Male                                 | 46%                         | 54%                         |
| Female                               | 54                          | 46                          |
| <u>Ethnicity</u>                     |                             |                             |
| American Indian                      | 1                           | 1                           |
| Asian                                | 13                          | 17                          |
| Black                                | 7                           | 4                           |
| Hispanic                             | 13                          | 7                           |
| White & Other                        | 63                          | 70                          |
| No Data                              | 3                           | 1                           |
| <u>Source Type</u>                   |                             |                             |
| Community College (CC)               | 51                          | 55                          |
| California State University (CSU)    | 12                          | 8                           |
| University of California (UC)        | 22                          | 18                          |
| Other                                | 15                          | 19                          |
| <u>Age</u>                           |                             |                             |
| 24 & younger                         | 77                          | 90                          |
| 25-34                                | 18                          | 8                           |
| 35 & older                           | 2                           | 1                           |
| <u>Admit Status</u>                  |                             |                             |
| Regular Admit                        | 92                          | 92                          |
| Eligible from high school            | 42                          | 53                          |
| <u>Housing</u>                       |                             |                             |
| Campus housing                       | 32                          | 28                          |
| Private housing/roommate             | 40                          | 44                          |
| Private housing/alone or with spouse | 21                          | 15                          |
| With parents or relatives            | 7                           | 13                          |
| <u>Financial Aid</u>                 |                             |                             |
| Receiving financial aid              | 39                          | 40                          |
| <u>Parents Attended College</u>      |                             |                             |
| Mother                               | 60                          | 73                          |
| Father                               | 64                          | 82                          |

Note: The population data base is new advanced standing students, except that "Parents Attended College" is based on new freshmen, and housing is based on all upper division students. Sources are UC Berkeley Office of Student Research, Undergraduate Statistics, Fall 1984; UC Berkeley Housing Office, Student Housing and Transportation Survey, Berkeley, Winter 1984; and UCLA-Cooperative Institutional Research Program, Freshman Survey, 1984.

population, except that fewer respondents were high school eligible and fewer had parents who attended college. The higher proportion of older students among respondents was, of course, a planned consequence of the quota sampling.

The respondent group is also skewed more toward humanities and social science majors than the undergraduate population which has a higher proportion in engineering and business administration. This is to be expected, inasmuch as there is keen competition with continuing students for those majors at the junior level. (Data on respondents' majors is in Appendix A, Qu. 4.)

Data Analysis. We want to caution that some of the subgroups in the survey are too small to use in drawing conclusions. In the case of the ethnic groups, we aggregated all minorities in order to make comparisons with whites. In the case of source school types, the most reliable data are for CC and UC transfers; subgroups of less than 20 are too small and frequently too scattered in their responses to be properly used for predictions. While it is helpful to see, for example, that CSU transfers as a group (n = 14) frequently differ little in their responses from CC transfers (n = 61), we cannot rely on conclusions about CSU transfers drawn from such a small sample.

The questionnaire focuses on students' reactions to the transfer experience, including the admission process, academic and social aspects of campus life, and advising at Berkeley and at prior colleges. A copy of the questionnaire with the responses is Appendix A. We will, throughout this report, refer to items in the questionnaire by their numbers, e.g., Qu. 14.

For purposes of analysis we have organized the discussion of survey results into clusters of responses relating to several aspects of the transfer experience:

1. satisfaction with the academic experience,
2. educational background factors,
3. social integration, and
4. the admissions process.

Following this section, we examine more closely the subgroup of community college transfers, and the older students.

Throughout the text, we have underlined selected sentences in order to highlight those findings.

### Satisfaction with Academic Experience

Respondents are generally satisfied with their educational experience at Berkeley (Qu. 14-16). Overall, only 5% are dissatisfied. Higher proportions of three subgroups--males (6%), UC transfers (12%), minorities (18%)--are dissatisfied overall with Berkeley. (See Tables 2-5.)

When these results are compared with an earlier Office of Student Research survey of new undergraduates (Chew, Scherini & Frank, 1981), we find a higher satisfaction score among the 1984 transfer students (93%) than among the 1978 undergraduates (84%). Perhaps students are more satisfied now? Or perhaps it was the freshmen, included in 1978, but not in the present study, who were less satisfied? (See Appendix C for other comparative data.) 1984 Gallup Poll data found that 96% of their nationwide college respondents were "very" or "fairly" satisfied overall with their schools (Newsweek on Campus, May 1985).

Only 7% of our sample are dissatisfied with the quality of teaching, but 26% are dissatisfied with the quality of academic advising and 28% with faculty contact. A larger proportion of women are dissatisfied with these three aspects of academic life at Berkeley, and a larger proportion of minority students are dissatisfied with faculty and teaching assistant contacts (Tables 3 & 5).

Sixty-seven percent of all respondents, 74% of CC students, and 78% of minority students say personal contact with faculty was better at their last college than at Berkeley (Qu. 15b; Tables 4 & 5).

Now let us compare responses by source school type (Table 4). More UC transfers than other transfers are dissatisfied with the overall experience at Berkeley and with academic advising. Comparing Berkeley to their last schools, more community college transfers said faculty contacts were better at last school, and more transfers from private/out-of-state colleges said academic advising was better at last school.

Table 5 compares the total minority group and the white group by the proportions dissatisfied with these same aspects of the Berkeley experience. In general, minorities are more dissatisfied than whites, and more think faculty contact and advising were better at last school. (Notice that the data are not arrayed for each minority subgroup as their numbers were too small for reliable comparisons.)

Table 2. Satisfaction with Various Aspects of the UC Berkeley Experience

|                                      | N = 120                |                |                   |
|--------------------------------------|------------------------|----------------|-------------------|
|                                      | Very<br>Satisfied<br>% | Satisfied<br>% | Dissatisfied<br>% |
| Quality of teaching                  | 36%                    | 57%            | 7%                |
| Contact with faculty                 | 19                     | 51             | 28                |
| Contact with other students          | 32                     | 61             | 7                 |
| Quality of academic advising         | 17                     | 53             | 26                |
| Availability of advisers             | 18                     | 54             | 23                |
| Interaction with Teaching Assistants | 38                     | 49             | 10                |
| Overall experience at Berkeley       | 49                     | 45             | 5                 |

The above data are based on responses to these questions:

14. Now I'm going to read you a list of items and ask you how satisfied you are about your experience with these areas at Berkeley. Please indicate whether you are very satisfied, satisfied, or dissatisfied.
16. How do you feel overall about your experience at Berkeley so far?

Table 3. Dissatisfaction with Experience at Berkeley Compared with Experience at Last College: By Gender

|                                      | <u>Dissatisfied with UC Berkeley</u> |             | <u>Last School Better</u> |             |
|--------------------------------------|--------------------------------------|-------------|---------------------------|-------------|
|                                      | Male<br>%                            | Female<br>% | Male<br>%                 | Female<br>% |
| Quality of teaching                  | 6%                                   | 8%          | 16%                       | 17%         |
| Personal contact with faculty        | 26                                   | 31          | 71                        | 63          |
| Contacts with other students         | 6                                    | 8           | 31                        | 45          |
| Quality of academic advising         | 22                                   | 29          | 29                        | 28          |
| Availability of advisers             | 18                                   | 28          | 33                        | 34          |
| Interaction with Teaching Assistants | 18                                   | 3           | --not applicable--        |             |
| Overall experience                   | 6                                    | 5           | --not applicable--        |             |

ns = 55 Male  
65 Female

The above data are based on responses to these questions:

14. Now I'm going to read you a list of items and ask you how satisfied you are about your experience with these areas at Berkeley. Please indicate whether you are very satisfied, satisfied, or dissatisfied.
15. Now I'm going to ask you to compare some of these areas with your experiences at your last college. Has it been better at Berkeley or better at other college?
16. How do you feel overall about your experience at Berkeley so far?

Table 4. Dissatisfaction with Experience at Berkeley Compared with Experience at Last College: By Source School Type

|                                      | Dissatisfied with UC Berkeley |          |         |            | Last School Better       |          |         |            |
|--------------------------------------|-------------------------------|----------|---------|------------|--------------------------|----------|---------|------------|
|                                      | CC<br>%                       | CSU<br>% | UC<br>% | Other<br>% | CC<br>%                  | CSU<br>% | UC<br>% | Other<br>% |
| Quality of teaching                  | 8%                            | --       | 8%      | 6%         | 20%                      | 14%      | 15%     | 11%        |
| Personal contact with faculty        | 26                            | 29       | 27      | 33         | 74                       | 71       | 46      | 67         |
| Contacts with other students         | 7                             | 7        | --      | 17         | 34                       | 43       | 42      | 44         |
| Quality of academic advising         | 21                            | 14       | 42      | 28         | 30                       | 14       | 15      | 56         |
| Availability of advisers             | 23                            | 14       | 31      | 17         | 38                       | 21       | 11      | 56         |
| Interaction with Teaching Assistants | 16                            | 7        | --      | 6          | -----not applicable----- |          |         |            |
| Overall experience                   | 5                             | 0        | 12      | 0          | -----not applicable----- |          |         |            |

ns = 61 CC  
14 CSU  
26 UC  
18 Other

Note: "Other" includes California private colleges and out-of-state colleges. Questions 14-16 are reproduced on Table 3.

Table 5. Dissatisfaction with Experience at Berkeley Compared with Experience at Last College: By Minority/White

|                                      | Dissatisfied with UC Berkeley |            | Last School Better   |            |
|--------------------------------------|-------------------------------|------------|----------------------|------------|
|                                      | Minority<br>%                 | White<br>% | Minority<br>%        | White<br>% |
| Quality of teaching                  | 5%                            | 8%         | 12%                  | 20%        |
| Personal contact with faculty        | 32                            | 25         | 78                   | 62         |
| Contacts with other students         | 7                             | 5          | 32                   | 32         |
| Quality of academic advising         | 20                            | 28         | 37                   | 24         |
| Availability of advisers             | 24                            | 21         | 41                   | 29         |
| Interaction with Teaching Assistants | 12                            | 9          | ---not applicable--- |            |
| Overall experience                   | 18                            | 5          | ---not applicable--- |            |

ns = 41 minority, 76 white

Note: These ns do not add to 120 because of missing ethnic data for three respondents. The minority group includes 16 Hispanics, 15 Asians, 9 Blacks, and 1 American Indian. Questions 14-16 are reproduced on Table 3.

Again, comparing the overall responses to the Berkeley experience (Table 2) with the Gallup Poll data, the 28% dissatisfied with faculty contacts and the 25% dissatisfied with academic advising in our results are similar to the national 25% rating of "accessibility of teachers" as fair or poor. So, even though these are not strictly comparable items, the data suggest that our respondents may be only slightly more dissatisfied with faculty contacts than a national sample of college students, and somewhat less dissatisfied with advising than the national sample.

We expected that more transfer students might fall into the dissatisfied category because we hear frequent complaints about transfer credit problems and because new transfer students are a much less cohesive group than new freshmen. We speculate now that higher-than-expected levels of satisfaction in the responses may be related to the higher proportion of older students in the sample and their greater satisfaction. These older students may not always look for close contact with faculty and advisers. In fact, some respondents indicated they had not sought advising either at their former college or at Berkeley, but had been able to plan their own programs. (In a later section, we discuss the age factor.)

#### Educational Background

Respondents were asked "When you first started Berkeley, did you feel you had as good a background as others in your classes?" (Qu. 11). Over half (55%) said "yes, generally"; over a third (36%) said "no"; and the remainder (8%) said "Yes, except in a particular subject area." So, a total of 44% felt deficient overall or in one subject. The differences by type of source school are very small, with a range from 39% to 50% who reported feeling deficient in some respect or overall. Unsurprisingly, UC transfers have the smallest proportion who felt their backgrounds were inadequate (Table 6).

Almost half, and close to the same proportion that reported "not as good a background as others," reported that their grades were lower during their first semester at Berkeley (Qu. 10). This outcome is not, of course, necessarily related to academic preparation; it may be primarily due to differential grading in the respective colleges. More than that, it may be an outcome of "transfer shock" (Hills, 1965). A number of studies have found that,

Table 6. Academic Characteristics of Fall 1984 Transfer Students: By Source School Type

| Characteristics                                                 | Source School Type |                    |                    |                    |
|-----------------------------------------------------------------|--------------------|--------------------|--------------------|--------------------|
|                                                                 | CC                 | CSU                | UC                 | Other              |
|                                                                 | <u>n</u> = 61<br>% | <u>n</u> = 14<br>% | <u>n</u> = 26<br>% | <u>n</u> = 18<br>% |
| Eligible from high school                                       | 20%                | 43%                | 89%                | 50%                |
| Berkeley different than expected (9)                            | 41                 | 28                 | 27                 | 28                 |
| Berkeley more difficult than expected (9d)                      | 18                 | 14                 | 11                 | 6                  |
| GPA lower at Berkeley (10)                                      | 57                 | 57                 | 35                 | 28                 |
| Academic background not as good as others (11)                  | 48                 | 50                 | 39                 | 44                 |
| Worked most of the time in college (23)                         | 59                 | 50                 | 37                 | 22                 |
| Attended 2 or more previous colleges (27)                       | 44                 | 29                 | 15                 | 39                 |
| 2 to 5 years out of school since high school graduation (28)    | 16                 | 7                  | 0                  | 0                  |
| 5 or more years out of school since high school graduation (28) | 11                 | 7                  | 0                  | 17                 |
| Decided on Berkeley since high school graduation (31)           | 90                 | 50                 | 65                 | 94                 |

Note: Numbers in parentheses are item numbers in the questionnaire (Appendix A).  
Comments from Qu. 9 are in Appendix E.

although grades usually drop the first semester after transfer, students who remain enrolled find their GPA improves over time and becomes closer to their transfer GPA (Hendel et al., 1984; Nolan & Hall, 1978; Sutherland, 1978).

The Office of Student Research's data base contains only cumulative GPA; thus it has not been feasible to compare first-semester grades with second-semester grades. The capability to review each semester's grades may be available soon and will allow us to look at GPA differences more analytically. At this time, then, we do not know whether or not "transfer shock" is a significant phenomenon at Berkeley.

Apparently, transfer students have expectations that Berkeley will be academically difficult, and only 14% found it more difficult than they had expected (Qu. 9). Again, Table 6 shows little difference on this response among the school types, with private and out-of-state transfers colleges at the low end (6%) and CC transfers at the high end (18%). This is unsurprising, inasmuch as community colleges, in fact, differ most from the University and other four-year institutions because of their additional function as two-year technical/vocational schools.

When students are asked to "choose one skill that you need to improve to do well academically" (Qu. 12), the skills most often chosen are "managing time" (32%), "writing term papers" (23%) and "reading speed" (14%) (Table 7). Adding four of the items (c,d,e,f) together to form what we'll call a "study skills cluster," we find that 74% of the skills chosen fall into this cluster. Another 2% of the responses to "other" also fall in the study skills area, e.g., "improving the quality of my study time and concentration." Finally, another 3% of the "other" responses concern oral skills, e.g., "more verbal assertiveness" and "giving speeches."

Note that relatively small proportions of respondents are concerned with improving math skills (9%) or using computers (8%). This may, of course, reflect the relatively high proportion of humanities and social science majors in the sample and perhaps no longer feeling a need for such skills in their upper division courses.

The finding that students are most concerned with study skills is consistent with the campus' 1978 survey of new undergraduates in which respondents more often (41%) indicated they were more poorly prepared in study habits

Table 7. Skill Needed for Success at Berkeley: Percentage Choosing Each Skill

|                         | All<br>% | Transfer GPA  |               |              | Source Type |          |         |            | Gender |        | Ethnicity     |            |
|-------------------------|----------|---------------|---------------|--------------|-------------|----------|---------|------------|--------|--------|---------------|------------|
|                         |          | 2.0-2.99<br>% | 3.0-3.59<br>% | 3.6-4.0<br>% | CC<br>%     | CSU<br>% | UC<br>% | Other<br>% | M<br>% | F<br>% | Minority<br>% | White<br>% |
| Math skills             | 9        | 6             | 7             | 17           | 10          | 14       | 0       | 11         | 7      | 11     | 28            | 11         |
| Using computers         | 8        | 6             | 13            | 3            | 8           | 0        | 4       | 22         | 13     | 5      | 18            | 4          |
| Reading speed           | 14       | 12            | 19            | 10           | 12          | 21       | 19      | 11         | 17     | 12     | 20            | 11         |
| Writing term papers     | 23       | 27            | 26            | 14           | 25          | 36       | 19      | 11         | 20     | 25     | 23            | 24         |
| Using library resources | 6        | 9             | 6             | 3            | 4           | 0        | 15      | 6          | 4      | 8      | 5             | 7          |
| Managing your time      | 32       | 35            | 24            | 37           | 30          | 29       | 39      | 33         | 33     | 31     | 23            | 36         |
| Other                   | 7        | 6             | 4             | 14           | 10          | 0        | 4       | 6          | 6      | 8      | 8             | 7          |
|                         | N=118    | n=30          | n=54          | n=34         | n=59        | n=14     | n=26    | n=18       | n=55   | n=65   | n=41          | n=76       |

Question 12. If you had to choose ONE skill that you need to improve to do well academically, what would that be?

than in any other high school preparation; only 16% felt poorly prepared in math skills (Chew et al., 1981). Berkeley freshmen, however, tend to choose math more often (25%), more than other subjects, as the one skill they expect to need remedial work in. Study skills, are not, however, specifically listed in the freshman survey choices (Cooperative Institutional Research Program, 1984).

Table 7 also shows skills needed by transfer GPA, source type, minority and gender subgroups, and some interesting contrasts appear. The highest GPA group (3.6-4.0) is more concerned with time management and math skills than are the others. The lowest GPA group (2.99 and less) is also concerned with time management but, in addition, with writing term papers.

By source type, again, few differences emerge. Community college transfers report skills needed that are similar to the overall group. More UC transfers are concerned with time management than are the others. It appears that, when other problem areas are taken care of, time management remains as an area to improve, as in the cases of the highest GPA group and the inter-campus transfers.

The gender groups show some differences, but nothing startling. Most noteworthy are the larger proportion of women choosing math skills and term papers and the larger proportion of men choosing computers and reading speed. We would, of course, have to look at cross-gender comparisons by major to see if the gender differences hold up. Again, because of small numbers, we have not done this sort of analysis.

College Mobility. The majority of respondents attended only one college prior to enrolling at this campus. However, more than one-third (35%) attended at least two other colleges, and fourteen students (12%) had attended three or more colleges (Qu. 27). Looking at CC transfers alone, we find that 44% attended two or more colleges prior to Berkeley.

This finding confirms the results of a recent study of "reverse transfer" students which showed considerable mobility among this segment of the college-going population. Foothill-DeAnza District's study of "reverse" transfers, i.e., transfers to a community college from a four-year college, found that about 10% of their respondents had already gone to three schools in sequence and another 10% were currently enrolled in two schools at the same time.

This study was a telephone survey of students enrolled in several Bay Area community colleges (Foothill-DeAnza CC District, in process).

We do not have other comparative or historical data on student mobility, but it is certainly an item to include when describing transfer students. For example, the category of CC transfers in this report includes some students who have already attended two or three colleges, so relating their performance at Berkeley to last school attended--which is now the practice--may be completely inappropriate.

Another factor in the educational history of this sample is that almost half (46%) have been out of school at least one full year since high school graduation, and one-third were out over two years. Some (17%) had been out of school from five to over 10 years.

Berkeley Decision. The majority (75%) of respondents did not make the decision to come to Berkeley until after their first year in college. Only 10% made this decision in high school and then went to a community or other college, planning to transfer to Berkeley later. Thus, for this group, the decision to come to Berkeley is most likely to be made later than the first year of college and, for some, during a time when they were not in school.

Transfers were asked, "Why did you go to another college instead of coming to Berkeley as a freshman?" (Qu. 32). Thirty percent said that it was because they were not UC-eligible, and another 30% said it was for financial reasons. "Other" reasons reported more than once are:

- Wanted to stay at home or be near home.
- Wanted to go to school farther from home.
- Was not psychologically prepared for Berkeley.
- Needed more academic preparation.
- Didn't know about major, and wanted to explore at community college.
- Wanted to work and go to school.

Respondents were also asked, "If you had your college experience to do over, would you do anything differently?" (Qu. 17). Almost half said no; one-quarter said yes, would start Berkeley as freshman, and another quarter said yes, would have gone elsewhere, for example:

- Would not have come to Berkeley because would have been better to stay in one school for four years, or would have fit in better elsewhere, or could get better education at an Ivy League school.
- Would have come here earlier, but not straight from high school; it would have made for easier adjustment when younger.
- Would go to Stanford/Harvard/an Ivy League college/Europe.

(See Appendix D for a complete list of responses to Qu. 17.)

Almost half (46%) of the sample reported that no single person was a major influence in deciding to come to Berkeley (Qu. 33). About one-quarter said "parent or relative" and 12% said "a friend" had a major influence.

The main reason for choosing Berkeley—and this is similar to responses in the freshman survey—is Berkeley's "good academic reputation" (87%); the second reason most often given for coming to Berkeley is "close to home" (28%).

Question 35 asks, "If you had not been admitted here last Fall, what would you have done?" Thirty-one percent said they would have gone to a state college, 30% would have applied here again for the next year, and 16% would have gone to another UC campus. Of the 23% who gave other answers, two or more respondents mentioned these alternatives:

- Would go to a private college (8); Stanford and USC were each mentioned twice.
- Would work (7).
- Would go abroad (4).

These data about our respondents' educational histories suggest that the widely-used categories of source school type may not be generally meaningful in studying transfer students. Certainly, "last school attended" can be of little importance in the life of a student who went to that school one semester, attended two other colleges, and was employed and out of school over five years. While the majority of our transfer students attended only one other college, there is, nonetheless, little common ground in their educational histories, with many having been employed full-time and with others coming to Berkeley years after their previous college experience.

### Integration of Transfer Students

While the focus of this survey is the academic experience, there are some questionnaire items that relate to the social aspects of student life at Berkeley. In Tables 8 and 9, we selected items for a "social integration" cluster and looked for relationships between these responses and CalSO attendance and campus housing. In Table 8, the CalSO connection is obvious, though it may have more to do with the self-selection of the CalSO participants than actual program effects. Notice that 40% of CalSO participants are very satisfied about contacts with other students, while only 27% of the non-CalSO group are, and 70% of the CalSO group "spend most of their time socially" with new friends from UC, while only 58% of the non-CalSO group do. CalSO participants are also more involved with campus organizations and activities and are more likely to know where to get help.

We were surprised to find that living in campus housing did not have more of an effect on social integration, as shown in Table 9. Again, this may be related to the older age distribution and advanced class standing of the sample. Notice that only one-third of the sample lives in campus housing.

Spending time with new campus friends (90%) and attending campus activities once a week (74%) are two items where campus housing does indeed make a difference.

Overall, respondents were generally satisfied with their social experience at Berkeley. Only 7% were dissatisfied with their contacts with other students, although 30% thought this was better at their last college. Six percent find Berkeley more impersonal than they expected. Sixty-eight percent spend most of their time with new UC friends.

These are some of the unfavorable comments about the social experience at Berkeley (Qu. 14 & 16):

- Hated it first semester; was commuting. Feel better second semester; had to switch gears from small school.
- So impersonal; making friends not as good here.
- Disappointed with meeting friends.
- First semester very difficult; lack of personal interest, time to talk.

Table 8. CalSO and Social Integration

|                                                            | CalSO<br><u>n</u> = 53<br>% | Non-CalSO<br><u>n</u> = 67<br>% |
|------------------------------------------------------------|-----------------------------|---------------------------------|
| Very satisfied overall with Berkeley (16)                  | 57%                         | 43%                             |
| Very satisfied about contacts with other students<br>(14c) | 40                          | 27                              |
| Berkeley not different from expected (9)                   | 41                          | 58                              |
| Social life with new campus friends (16a)                  | 70                          | 58                              |
| Attend campus activities once a week (41)                  | 51                          | 40                              |
| Belong to some campus organizations (42)                   | 53                          | 34                              |
| Know where to get academic help (13)                       | 81                          | 78                              |
| Know where to get personal help (43)                       | 66                          | 58                              |

Note: CalSO is a summer orientation program; attendance is voluntary and paid for by the student unless eligible for financial aid. Numbers in parentheses are item numbers in the questionnaire (Appendix A).

Table 9. Housing and Social Integration

|                                                            | Campus<br>Housing<br>n = 39<br>% | Off Campus           |                                  |                                        |
|------------------------------------------------------------|----------------------------------|----------------------|----------------------------------|----------------------------------------|
|                                                            |                                  | Alone<br>n = 17<br>% | With<br>Roommates<br>n = 48<br>% | With<br>Spouse/Relative<br>n = 16<br>% |
| Very satisfied overall with Berkeley (16)                  | 54%                              | 59%                  | 44%                              | 44%                                    |
| Very satisfied about contacts with other students (14c)    | 36                               | 24                   | 31                               | 38                                     |
| UC better than last school in contacts with students (15c) | 33                               | 41                   | 29                               | 19                                     |
| Social life with new campus friends (16a)                  | 90                               | 53                   | 58                               | 25                                     |
| Satisfied with housing (19)                                | 51                               | 41                   | 50                               | 44                                     |
| Attend campus activities once a week (41)                  | 74                               | 24                   | 38                               | 19                                     |
| Belong to some campus organization (42)                    | 51                               | 35                   | 40                               | 38                                     |
| Know where to get academic help (13)                       | 87                               | 76                   | 73                               | 81                                     |
| Know where to get personal help (43)                       | 51                               | 59                   | 71                               | 38                                     |

Note: "Campus housing" covers all University-affiliated residences, including fraternities/sororities, Co-ops, and International House. Numbers in parentheses are item numbers in the questionnaire (Appendix A).

These are some of the favorable comments about social life here:

- Easy to meet people.
- Very satisfied with social life, parties; challenging academically and socially.
- Good extracurricular activities; more social opportunities, resources. Meet a lot of new people.
- Overall atmosphere is very good.
- Having more fun, more intellectually stimulating environment.
- Enriching experience.
- People are friendly; socially it's very good.

The survey also provides us with some information about housing, employment and finances.

Slightly more than half of the respondents would like to change their housing situation, primarily to move closer to campus or to have another type of housing (Qu. 19).

Almost half have worked most of the time in college, but only 40% are employed now, with most working less than twenty hours per week (Qu. 22-23).

Thirty-eight percent receive financial aid, and the same proportion are concerned about their ability to finance the rest of their college education (Qu. 24-25). Many more freshmen are concerned about finances; the Fall 1984 freshman survey found that 64% were concerned about finances. Most likely, students become less concerned about finances after they have been in college for more than a year and have been able to manage financially. What we don't know is what effect financial problems have on students' decisions to leave Berkeley.

#### The Admissions Process

Almost one-third (32%) of our interviewees reported having a "significant problem" with Berkeley's application/admission procedures (Qu. 39). The problems they report fall roughly into these categories: complaints about late admissions (8%), problems with transfer credits (8%), lost documents (5%), poor communication (5%), the essay (3%) and miscellaneous (6%). Complaints about late-admit notices range from being notified anywhere from May to within two weeks of the start of school.

Transfer students' applications are reviewed only after freshmen applicants have been notified of their admit status; thus admit notices to transfer applicants usually go out in June, and questionable applications may not be resolved until August. This results in other problems for late-admits, i.e., students who have not been officially admitted are unable to apply for housing or financial aid, or talk with an adviser. However, since the Spring 1985 implementation of Advanced Class Enrollment (ACE), a computerized system of pre-enrollment, the admissions process has been speeded up for transfer applicants. The notification date was moved up to June 15, and many more students are admitted provisionally, pending review of their transcripts of work-in-progress.

Suggestions. When respondents were asked "how to give students in your former college the information they need about Berkeley" (Qu. 40), and "ways this campus might make things easier for new transfer students" (the final question), some offered suggestions about the application process as follows:

- Provide a special package to explain majors and requirements.
- Give students better information about deadlines and processing of applications.
- Faster notification of admission.
- Better accessibility to persons in admissions.
- Hard to get through to the admissions office; put on hold a lot; maybe there could be a special number for transfer students, or extend the admission office hours.
- Provide a counselor just for transfer students.

(For a complete list of verbatim comments on Qu. 39, Qu. 40 and final question, see Appendix E.)

We will now take a closer look at CC transfers, using the survey data as well as the student data base.

## Community College Transfers

This section focuses on community college transfers and examines differences between this group and other transfer students as revealed in the survey and in other data sources.

### Academic Characteristics

Table 10 is a profile of the CC transfers. Their most notable academic characteristics are that:

- only one-fifth were high school eligible;
- more than three-fifths feel their backgrounds were not as good as others in their classes;
- more than half had lower grades during their first semester here than at their last college; and
- more than two-fifths have already attended two or more colleges; and more than one-third have been out of school for two years or more since high school graduation.

This cluster of characteristics suggests that CC transfers might have high attrition rates. In fact, this is not the case. CC transfers persist at almost the same rate as other transfers, and they graduate at a slightly higher rate than do transfers from either CSU or private/out-of-state colleges. (See Appendix F.) Moreover, their graduation/persistence rates at Berkeley are higher than rates reported by CSU for their CC transfers (California State University, 1983).

CC transfers are sometimes reputed to perform less well at Berkeley than transfer students from four-year colleges. As a group, they have more high-risk students, including a higher proportion of ineligibles from high school, minorities, and economically or educationally disadvantaged. They are more likely than other transfers to have been out of school two or more years since high school, more likely to have made the decision to attend Berkeley some time after high school graduation, and more likely to have already attended two or more colleges. Moreover, higher proportions of CC transfers and CSU transfers report feeling less prepared than others in their first semester classes here (Table 6).

Thus, in a number of characteristics, CC transfers differ substantially from traditional college students entering directly from high school, and

Table 10. Profile of Community College Transfer Students (n = 61)

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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENDER               | 48% Male<br>52% Female                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ETHNICITY            | 53% White<br>16% Asian<br>16% Hispanic<br>13% Black                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| AGE                  | 33% are 25 or older.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TRANSFER GPA         | 31% had 3.6 - 4.00 GPA.<br>41% had 3.0 - 3.59 GPA.<br>28% had 2.0 - 2.99 GPA.                                                                                                                                                                                                                                                                                                                                                                                                                      |
| HIGH SCHOOL ELIGIBLE | Only 20% were high school eligible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PRIOR EXPERIENCE     | 62% feel they do not have as good a background as others in their classes.<br><br>44% have already attended two or more colleges.<br><br>16% were out of school more than five years since high school graduation.<br><br>75% decided they wanted to come to Berkeley only after a year at a community college.<br><br>59% have worked most of the time while in college.                                                                                                                          |
| BERKELEY EXPERIENCE  | 58% say their grades are worse at Berkeley.<br><br>25% wish they had started Berkeley as freshmen.<br><br>23% are dissatisfied with availability of academic advising at Berkeley.<br><br>30% think the quality of teaching at their community college was better than at Berkeley.<br><br>74% think faculty-student contacts at their community college were better than at Berkeley.<br><br>41% have some concern or major concern about ability to finance the rest of their college education. |

they differ from other transfers who usually have relatively continuous educational histories. Nonetheless, in spite of these differences, CC transfers perform satisfactorily at Berkeley and, as we have seen, they have relatively high graduation rates (Appendix F).

We compared first-year mean GPA for junior transfers by source type. GPA for CC transfers (2.91) is very close to CSU transfers (2.98), and within .19 points of UC transfers (3.10). Notice the wider range of GPAs for CC transfers who have a high proportion of high school ineligibles (UC, 1984a).

CC transfers are the most internally diverse subgroup among the source school types and also differ more from the other three categories (CSU, UC, and other) than does any other single source type. This makes it more difficult to generalize about them as a group and to compare them with the other source types which tend to be more homogeneous.

Here are some examples in the survey data of the internal diversity of CC transfers and their differences from the other groups:

- Almost one-half are minorities; the other transfer types are 22-30% minority.
- More (33%) are from bilingual homes; the other groups range from 15% to 21% bilingual.
- More (33%) are 25 years and over; the others have from 0 to 17% in the older group.
- A large majority (80%) were ineligible from high school; for the others, the percents range from 4% for UC to 50% for private/out-of-state and 57% for CSU.
- CC transfers are almost evenly distributed within the three GPA groups (Table 11). CSU and others have a majority in the middle range, while UC has the smallest proportion (15%) in the top range.

Table 11. Transfer GPA by Source School Type

|           | CC            | CSU           | UC            | OTHER         |
|-----------|---------------|---------------|---------------|---------------|
|           | <u>n</u> = 61 | <u>n</u> = 14 | <u>n</u> = 26 | <u>n</u> = 18 |
|           | %             | %             | %             | %             |
| 2.00-2.99 | 27.9          | 14.3          | 42.3          | 16.7          |
| 3.00-3.59 | 41.0          | 64.3          | 34.6          | 61.1          |
| 3.6 -4.00 | 31.1          | 21.4          | 15.4          | 22.2          |

### The Older Students

Transfer students tend to be older than the undergraduate population as a whole. Students who are 25 or older make up 7% of the total undergraduate enrollment and 9% of the new transfers (University of California, 1984b).

In our sample, 20% are in this older group. Seventy-seven percent are 24 years or younger, 18% are from 25-34 years and 2% are 35 years or older.

We did, in fact, over-sample older students (25 and over) as we thought they might have unique characteristics meriting special attention. They do, of course, but our results show them to be more similar to the younger students than expected (Appendix G). What they differ in, however, are fairly significant factors for performance:

- A larger proportion have higher transfer GPA than do younger students.
- A larger proportion of older students were eligible from high school.

Thus, older students can be expected to perform well at Berkeley.

Not surprisingly, the majority (80%) of the 25 and over group is from community colleges, and none of the UC transfers falls into the older age group. All of the older students have been out of school for more than one year since high school graduation, and 46% (13 individuals) were out of school over five years.

We expected that older students might work longer hours, but, in fact, the number of hours worked is similar for both groups, with slightly more younger students working longer hours. Similarly, about the same proportion in each age group is concerned about finances. Although slightly more older than younger students have no concern about finances, a much larger proportion of older students have major concern (Appendix G).

Some older students' comments, however, indicate dissatisfaction with other aspects of the Berkeley experience, especially when it does not accommodate the special needs of older students. Here are two examples of this kind of comment:

- Older transfer students should be treated differently when the the financial aid form is evaluated. We should be given a little more consideration.
- I am 37 years old and when I saw the size of the rooms in student housing, I knew there was no way I could live in these little cubicles.

Age and CC. Because 80% of the older students are CC transfers and they constitute one-third of the CC group, we divided the CC transfers into younger and older groups and compared them to the four-year college transfers. We did this in order to compare the relevance of age versus source school and also to examine the diversity within the CC group.

Table 12 presents data that highlight some differences between all CC transfers and other transfers and between the younger and older CC transfers. This table also provides comparative data for the total CC transfer group and for all transfers in the survey.

The only instance listed where age clearly makes no difference is the case of high school eligibility. Both the older and younger students have high rates (80%) of ineligibility compared to the other transfers (46%).

On the question of major concern about finances, only slightly more older CC students (20%) chose this response than did younger students (17%), and that was twice the rate of the other transfers (10%).

For all the other items listed in Table 12, there are distinct differences between the age groups and, in all but four cases, one of the CC subgroups is more similar to the four-year transfers than it is to the other CC subgroup. For example, more of the younger CC group report lower GPA at Berkeley, and the older group is more similar on this response to the four-year transfers. The same is true for the responses to "background not as good as others," i.e., more of the younger CC transfers responded affirmatively (41%) than did the older CC students (30%) or the four-year transfers (34%).

On the other hand, the younger CC group is more like transfers from four-year colleges in terms of educational continuity, overall satisfaction and dissatisfaction with teaching and faculty contact.

Notice that the distribution of transfer GPA is dissimilar among all three transfer groups. Older students have the largest proportion among the three groups (50%) in the upper GPA range, and the younger students have the highest proportion of the three groups (37%) in the lowest range.

In summary, the age group differences among the CC group indicate, again, that source school type alone may not be a significant category for studying performances of CC transfers at Berkeley. As already suggested, we need to look at a variety of entry-level characteristics, including GPA, in order

Table 12. Selected Characteristics of CC Transfers by Age Group Compared to Transfers from Other Sources and to All Transfers

| Characteristic                             | All<br>Transfers<br>$\bar{n} = 120$<br>% | CC<br>Transfers<br>$\bar{n} = 61$<br>% | CC Transfers                          |                                    | Other<br>Transfers<br>$\bar{n} = 59$<br>% |
|--------------------------------------------|------------------------------------------|----------------------------------------|---------------------------------------|------------------------------------|-------------------------------------------|
|                                            |                                          |                                        | $\leq 24$ yrs.<br>$\bar{n} = 41$<br>% | $> 25$ yrs.<br>$\bar{n} = 20$<br>% |                                           |
| Ineligible from high school*               | 57%                                      | 80%                                    | 80%                                   | 80%                                | 46%                                       |
| Attended 2 or more colleges (27)           | 35                                       | 44                                     | 29                                    | 75                                 | 25                                        |
| Two or more years out of school (28)       | 20                                       | 33                                     | 5                                     | 90                                 | 8                                         |
| Transfer GPA*                              |                                          |                                        |                                       |                                    |                                           |
| 2.0-2.99                                   | 28                                       | 28                                     | 37                                    | 10                                 | 27                                        |
| 3.0-3.59                                   | 45                                       | 41                                     | 41                                    | 40                                 | 49                                        |
| 3.6-4.00                                   | 25                                       | 31                                     | 22                                    | 50                                 | 19                                        |
| Bilingual home (47)                        | 28                                       | 33                                     | 39                                    | 20                                 | 20                                        |
| Academic background not as good (11)       | 44                                       | 48                                     | 41                                    | 30                                 | 34                                        |
| More difficult than expected (9)           | 14                                       | 18                                     | 15                                    | 25                                 | 30                                        |
| GPA lower at Berkeley (10)                 | 48                                       | 57                                     | 63                                    | 45                                 | 37                                        |
| Major concern about finances (25)          | 14                                       | 18                                     | 17                                    | 20                                 | 10                                        |
| Overall satisfaction (16)                  |                                          |                                        |                                       |                                    |                                           |
| Very satisfied                             | 49                                       | 49                                     | 46                                    | 55                                 | 49                                        |
| Satisfied                                  | 45                                       | 44                                     | 44                                    | 45                                 | 44                                        |
| Dissatisfied                               | 5                                        | 5                                      | 7                                     | 0                                  | 5                                         |
| Dissatisfied with quality of teaching (14) | 5                                        | 8                                      | 2                                     | 20                                 | 5                                         |
| Dissatisfied with faculty contact          | 28                                       | 26                                     | 24                                    | 30                                 | 17                                        |
| Dissatisfied with quality of advising      | 26                                       | 21                                     | 20                                    | 25                                 | 31                                        |

51 Note: The items marked by asterisks were obtained from the database; all others are responses to survey questions and the numbers in parentheses are item numbers in the questionnaire (Appendix A). "Other transfers" includes CSU, UC and private/out-of-state transfers.

to make more meaningful conclusions about the Berkeley experience. The age group differences suggest it might be useful to look at performance measures by age group also. Does the discontinuity in education for the older students make it harder for them at Berkeley? Or are they perhaps especially adaptable individuals? It would be useful to know more about this.

#### Performance of CC Transfers at Berkeley

The data in this section come primarily from our cohort files, rather than from the survey. Some survey questions do, however, provide background data that may help us understand the performance of transfer students.

A higher proportion of CC transfers than the other source types thought Berkeley was more difficult than they had expected. An equal proportion of CC and CSU transfers felt their academic background was not as good as others in their classes and reported their grades were worse at Berkeley than at their last school (Table 6).

More significantly, a higher proportion of CC transfers are ineligible from high school--80% of our CC respondents and 56% of all CC transfers. Although we have not systematically analyzed transfer student performance by eligibility status over time, periodic data analyses have shown that ineligibles attain lower GPA and lower persistence/graduation rates than do eligibles (Lee & Suslow, 1966; UC, 1984a).

Performance of CC transfers is sometimes compared to that of continuing students who started at Berkeley as freshmen, the so-called "native" students. The assumption seems to be that, if CC transfers do not perform as well as natives, it is because of inadequate preparation. In fact, the two groups (CC transfers and continuing students) are so disparate in several respects, e.g., high school eligibility rates and continuity/discontinuity of education, that it may be an inappropriate comparison.

When, however, either CC transfers or all transfers are compared to continuing juniors, natives have higher first-year GPAs and higher graduation rates than transfers. When we compare graduation rates for transfer students with rates for new freshmen after one year, we find that CC transfers have higher persistence/graduation rates: 75% for CC transfers and 66% for entering freshmen (Appendices F & H). Neither the comparisons with continuing

juniors nor with entering freshmen can provide us, however, with information needed to help transfer students. Continuing juniors who entered as freshmen come from a highly select group--91% are high school eligible--and these students have successfully completed two years at this competitive institution. A more meaningful analysis for comparing students would be to match transfer students on a cluster of factors including high school eligibility, transfer GPA, and continuity of education.

While we have not done this complete analysis, we have looked at Transfer GPA, its relationship to other entry variables and to performance at Berkeley.

Transfer GPA. The minimum grade point average required for admission of transfer students to the University is 2.4 GPA or 2.0 if eligible from high school. We divided the sample into three GPA groups: 2.0-2.99, 3.0-3.59, and 3.6-4.0. Seventy percent of the respondents had a GPA of 3.0 or better (Table 12).

Among the source school types, it is the UC transfers who have the largest proportion of lower GPAs, and the community colleges who have the largest proportion of higher GPAs. These characteristics may be due to school variations in grading standards and competitiveness, or Berkeley admissions practices, rather than differential quality of students. We do not, of course, know.

Is entering GPA associated with satisfaction with the Berkeley experience, with first-semester grades, and with plans to go to graduate school? At the upper GPA level, there is some relationship. None of the respondents in the over 3.6 GPA group were dissatisfied overall or dissatisfied with the quality of teaching. However, more in the high-GPA group than in the low-GPA group were dissatisfied with faculty contact and slightly more had first-semester grades lower here than at last college (Table 13).

Because of the diversity among transfer students, especially CC transfers, source type may not be as good a category for analysis as transfer GPA or a cluster of characteristics including transfer GPA. When we look at cohort file data for new transfer students from 1980 through 1983, we find that transfer GPA (like high school GPA) does make a difference in persistence and graduation. Persistence rates are higher, regardless of source type, for students in the higher transfer GPA ranges (Table 14).

Table 13. Selected Characteristics and Responses by Transfer GPA Category

|                | All<br>% | Source Type |          |         |            | Gender |        | Ethnicity     |            |
|----------------|----------|-------------|----------|---------|------------|--------|--------|---------------|------------|
|                |          | CC<br>%     | CSU<br>% | UC<br>% | Other<br>% | M<br>% | F<br>% | Minority<br>% | White<br>% |
| 2.0 - 2.99 GPA | 28       | 28          | 14       | 46      | 17         | 33     | 25     | 41            | 22         |
| 3.0 - 3.59 GPA | 45       | 41          | 64       | 37      | 61         | 49     | 42     | 37            | 50         |
| 3.6 - 4.0 GPA  | 25       | 31          | 21       | 17      | 22         | 18     | 31     | 22            | 28         |
|                | N=118    | n=61        | n=14     | n=26    | n=18       | n=55   | n=63   | n=41          | n=76       |

|                | <u>Dissatisfied Overall</u><br>% | <u>Dissatisfied with<br/>Quality of Teaching</u><br>% | <u>Dissatisfied with<br/>Faculty Contact</u><br>% | <u>First Semester<br/>Grades Down</u><br>% | <u>Plan to Attend<br/>Graduate School</u><br>% |
|----------------|----------------------------------|-------------------------------------------------------|---------------------------------------------------|--------------------------------------------|------------------------------------------------|
| 2.0 - 2.99 GPA | 9                                | 9                                                     | 21                                                | 38                                         | 50                                             |
| 3.0 - 3.59 GPA | 6                                | 9                                                     | 31                                                | 50                                         | 54                                             |
| 3.6 - 4.0 GPA  | 0                                | 0                                                     | 30                                                | 50                                         | 40                                             |
|                | n=6                              | n=8                                                   | n=33                                              | n=55                                       | n=58                                           |

Note: Data in lower table are responses to Questions 10, 14, 16, and 45.

Various demographic data are missing for one or two respondents so ns do not always add to 120.

Table 14. Persistence and Graduation Rates for the Population of Junior Transfers by Transfer GPA, 1980-83

|                      | One-Year Persistence |          | Graduation/<br>Persistence |          |
|----------------------|----------------------|----------|----------------------------|----------|
|                      | Rate                 | <u>N</u> | Rate                       | <u>N</u> |
| Transfer GPA         |                      |          |                            |          |
| 2.0-2.99             | 79.7%                | 569      | 66.8%                      | 371      |
| 3.0-3.59             | 81.7%                | 1303     | 73.5%                      | 889      |
| 3.6-4.00             | 85.4%                | 893      | 79.7%                      | 622      |
| All Junior Transfers | 82.4%                | 2765     | 76.2%                      | 1882     |

Source: Office of Student Research, Student Cohort Files, 1980-83.

Note: One-year persistence is the percent of new students from one Fall Term who return the following Fall for their third semester. The one-year rates here are a 4-year weighted average for the 1980-83 cohorts.

The graduation/persistence rate reflects the number who have graduated or are still enrolled at a given time. Here, the rates are a 3-year weighted average for the 1980, 1981, and 1982 cohorts as of Fall 1984.

## Summary of Findings

We have divided the findings, including the survey results and the cohort files data, into three areas for this summary: 1) characteristics of transfer students, 2) student views of Berkeley, and 3) student opinions of former colleges.

### 1. Characteristics of Transfer Students

- Transfer students, especially those from community colleges, tend to be older and to have spent more time out of school than other undergraduates.
- Although half or less were high-school eligible, transfer students have good one-year persistence rates (84%) and three-year graduation/persistence rates (79%).
- CC transfer students include a greater proportion of high-risk students, but their graduation/persistence rate (80%) is equal to and slightly higher than the rates for the other source school types.
- Over half of the sample had at least one parent who had some college education; almost three-tenths were from bilingual households.
- The diversity among CC transfers, especially their age distribution, makes it especially difficult to generalize about this group.

### 2. Views about Berkeley

- Transfer students are generally satisfied with Berkeley overall; half are very satisfied.
- More than one-fourth are dissatisfied with student-faculty contacts here; almost three-fourths of the CC transfers think faculty contacts were better at their former schools.
- About one-half found Berkeley to be different from what they expected; over two-fifths felt unprepared.

### 3. Views about Former Colleges

- Almost one-third were dissatisfied with advising at their last colleges; one-fourth did not receive complete and accurate information about their major fields; over one-fourth obtained their information about Berkeley directly from the general catalog and other print materials.
- Over two-fifths went to another school first because of UC ineligibility or financial reasons; more than one-fourth would have preferred to start here as a freshman.
- Two-thirds say personal contacts with faculty were better at former college, and almost two-fifths say student contacts were better at their former college.

In this report, we have focused on areas that we think may be of most interest to campus units who serve transfer students. Additional analyses of specialized topics, including those of particular concern to community colleges, may be done on request. A more complete list of references on the community college literature, obtained through an ERIC search, is also available in the Office of Student Research.

## Conclusions

Overall, transfer students at Berkeley make it through the transition period and persist to graduation. Still, the data suggest that the transfer process could be improved with more extensive pre-admission advising and special assistance for transfer students during their first semester at Berkeley.

Some respondents indicated that the summer orientation program was helpful, but that they needed more of that kind of help. A few students "hated" their first semester here and said they considered dropping out.

The survey data highlight a number of areas that concern student advising and other service units on campus. In the advising area, two new campus developments are promising:

1. Letters and Sciences has assigned their head adviser as pre-admission consultant for CC transfers.
2. The State has funded Berkeley for a Transfer Center to improve pre-admission advising and increase the number of CC transfers to this campus.

It is not in the purview of this report to make specific recommendations on services for transfer students. The data suggest some directions and, in some cases, additional studies, e.g., interviews of particular subgroups, are indicated.

We do, however, want to make some general recommendations on data collection for transfer students. The survey and the existing data files on transfer students have provided only a portion of the information needed to fully understand the important issues of admissions, performance, and graduation of transfer students. If the campus goals are to increase the number of CC transfers and their graduation rates, then we need to collect and maintain a body of systematic data on transfer students. This data base should allow for close monitoring of student entry characteristics and subsequent performance.

The Community College Council is already considering a research agenda for the year and will be making some recommendations about this data base. The Office of Student Research is also adding some items to its cohort files that will expand our capability to analyze data about transfer students.

We believe these data can be used in the current efforts to improve the experience of transfer students at Berkeley and are hopeful that this report may elicit ideas from various segments of the campus community on ways to improve the transfer process.

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APPENDIX A

Transfer Student Study Questionnaire

APPENDIX A

TRANSFER STUDENT STUDY

Telephone Survey, Spring 1985

RESPONSES: NUMBERS AND PERCENTS

N = 120

Background Data on Respondent

NAME

LAST

FIRST

M.I.

(Circle appropriate numbers)

A. GENDER

1. Male 55 46%  
2. Female 65 54%

D. ADMIT STATUS

1. Regular 111 92%  
2. Special Action 7 6%

B. ETHNIC GROUP

1. American Indian 1 1%  
2. Asian 15 13%  
3. Black 9 7%  
4. Hispanic 16 13%  
5. White & Other 76 63%  
6. No Data 2 2%

E. ELIGIBLE FROM H.S.

1. Eligible 51 42%  
2. Not Eligible 67 56%

C. AGE

1. 24 & younger 93 77%  
2. 25-34 22 18%  
3. 35 & older 3 2%

F. TRANSFER GPA

1. 2.99 or below 34 28%  
2. 3.0 - 3.59 54 45%  
3. 3.6 - 4.00 30 25%

Note: A copy of this questionnaire with responses for CC transfers only  
is available from the Office of Student Research.

NAME \_\_\_\_\_  
Last First

TRANSFER STUDENT SURVEY

TELEPHONE QUESTIONNAIRE

CC - 61 51%  
CSU - 14 12%  
UC - 26 22%  
P/OUT-STATE - 18 15%

1. What college did you transfer from? P/OUT-STATE - 18

a. \_\_\_\_\_

b. [IF UC CAMPUS] Were you redirected from Berkeley originally?

a. no

b. yes 8 7%

2. What is your class level?

a. sophomore 18 15%

b. junior 102 85%

3. [SOPHOMORES ONLY]

What do you plan to major in?

a. \_\_\_\_\_

b. don't know [SKIP TO #7] 7 39%

4. [JUNIORS ONLY]

What is your major?

Arch. - 5% Political Science - 14%  
Bus. Ad. - 4% Bio Science - 16%  
Humanities - 25% Engineering - 13%  
Social Science - 18%  
Physical Science - 7%

5. Did you get the major you wanted?

a. no, I wanted \_\_\_\_\_ major.

4 4%

b. yes [SKIP TO #7]

6. Why couldn't you get the major you wanted?

a. no slots left

b. didn't have all the prerequisites for the major /

c. didn't have the grades /

d. don't know or other (specify) /

7. Have you been able to get into all the classes you wanted at Berkeley?

a. no, I couldn't get into 42 35%

(dept./course number or descriptor)

b. yes

8. How many units are you taking this semester?

units less 12 - 3 2%  
number 12-14 - 73 61%  
15+ - 44 37%

FORMER  
7 6%  
33 27%  
76 63%

- 9a. How many units, on average, at your former college?

9. Is Berkeley different from what you expected?

a. no [SKIP TO #10] 61 51%

b. yes

In what ways is it different?

better academically 6 5%  
better socially 5 4%  
more difficult 17 14%  
more impersonal 7 6%  
other 24 20%

10. How do your grades here compare with your grades at your last school?

a. same 39 32%

c. a little worse 42 35%

b. better 24 20%  
63 52%

d. much worse 15 13%  
57 48%

11. When you first started Berkeley, did you feel you had as good a background as others in your classes?

a. no 43 36%

b. yes, generally 65 54%

no, generally or  
in specific area -  
54 44%

c. yes, except in  
English or writing 3 2% (subject)

d. math 4 3%

e. other 4 3%

12. If you had to choose ONE skill that you need to improve to do well academically, what would that be? [READ LIST]

a. math skills 11 9%

b. using computers 10 8%

c. reading speed 17 14%

d. writing term papers 27 22%

e. using library resources 7 6%

f. managing your time 38 32%

g. other (specify) 8 7%

STUDY SKILLS 74%

13. If you found yourself in academic trouble, where would you go for help? [IF MORE THAN ONE ANSWER, WRITE DOWN IN ORDER MENTIONED.]

a. don't know 25 21% d. dept./work 25 21%  
 b. counseling center 7 6% e. TA/Prof. 23 23%  
 c. SLC/EOP/TUTORING 19 16% f. other 7 6%

14. Now I'm going to read you a list of items and ask you how satisfied you are about your experience with these areas at Berkeley. Please indicate whether you are very satisfied, satisfied, or dissatisfied. [WHERE ANSWER IS "DISSATISFIED," PLEASE PROBE AND WRITE COMMENTS. IF ANY ITEM NOT APPLICABLE, WRITE N/A.]

|                                         | very<br>satisfied | satisfied | dissat. |
|-----------------------------------------|-------------------|-----------|---------|
| a. quality of teaching                  | 43 36%            | 69 57%    | 8 7%    |
| b. personal contact with faculty        | 23 19%            | 61 51%    | 34 28%  |
| c. contacts with other students         | 39 32%            | 73 61%    | 8 7%    |
| d. quality of academic advising         | 20 17%            | 64 53%    | 31 26%  |
| e. availability of advisers             | 22 18%            | 65 54%    | 28 23%  |
| f. interaction with teaching assistants | 46 38%            | 59 49%    | 12 10%  |

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Now I'm going to ask you to compare some of these areas with your experiences at your last college. Has it been better at Berkeley or better at other college?

|                                  | U.C.<br>better | other<br>better | same   |
|----------------------------------|----------------|-----------------|--------|
| a. quality of teaching           | 77 64%         | 20 17%          | 22 18% |
| b. personal contact with faculty | 20 17%         | 80 67%          | 19 16% |
| c. contacts with other students  | 37 31%         | 46 38%          | 36 30% |
| d. quality of academic advising  | 58 48%         | 34 28%          | 22 18% |
| e. availability of advisers      | 40 33%         | 40 33%          | 33 27% |

16. How do you feel overall about your experience at Berkeley so far?

a. very satisfied 59 49% } 94%  
 b. satisfied 54 45% }  
 c. dissatisfied 6 5%

[PROBE] Please explain that a little \_\_\_\_\_

\_\_\_\_\_

- 16a. With whom do you spend most of your time socially?
- |                                |    |     |
|--------------------------------|----|-----|
| a. new friends from UC         | 76 | 68% |
| b. friends from former college | 10 | 8%  |
| c. spouse or partner           | 19 | 16% |
| d. friends from work           | 5  | 4%  |
| e. other                       | 10 | 8%  |

17. If you had your college experience to do over, would you do anything differently? (For example, start Berkeley as a freshman; not come here at all, etc.) = ①

- |         |    |     |
|---------|----|-----|
| a. no   | 62 | 52% |
| b. yes  | 34 | 28% |
| c. yes, | 24 | 20% |
| other   |    |     |

NOW I'M GOING TO ASK YOU QUESTIONS ABOUT YOUR HOUSING, TRANSPORTATION, AND FINANCIAL AID.

18. What is your present living situation?
- |                                                                    |    |     |
|--------------------------------------------------------------------|----|-----|
| a. live alone off campus                                           | 17 | 14% |
| b. University housing (dorms, co-op, fraternity/sorority, I-House) | 31 | 32% |
| c. with roommate(s) in private housing                             | 48 | 40% |
| d. with spouse                                                     | 8  | 7%  |
| e. with parents or relatives                                       | 8  | 7%  |
19. Is there anything you would like to change about your present living situation?
- |                                      |    |     |
|--------------------------------------|----|-----|
| a. no                                | 58 | 48% |
| b. live closer to campus             | 23 | 19% |
| c. another type of housing (specify) | 13 | 11% |
| d. different roommate                | 4  | 3%  |
| e. other                             | 21 | 17% |

20. How much time per day do you spend getting to and from campus?
- |                                       |    |     |
|---------------------------------------|----|-----|
| a. less than 1/2 hour                 | 54 | 49% |
| b. over 1/2 hour but less than 1 hour | 33 | 27% |
| c. over 1 hour but less than 2 hours  | 20 | 17% |
| d. 2 hours or more                    | 8  | 7%  |

21. If you work, how much additional time per day do you spend getting to and from your job?

|                                       |    |     |
|---------------------------------------|----|-----|
| a. don't work [SKIP TO #23]           | 70 | 58% |
| b. less than 1/2 hour.                | 33 | 27% |
| c. over 1/2 hour but less than 1 hour | 15 | 13% |
| d. over 1 hour but less than 2 hours  | 2  | 2%  |
| e. 2 hours or more                    |    |     |

22. How many hours per week are you working now?

|                    |    |     |                           |
|--------------------|----|-----|---------------------------|
| a. not working now | 73 | 61% | <u>% of those working</u> |
| b. 10 or less      | 16 | 13% | 34%                       |
| c. 11 - 20         | 29 | 24% | 62%                       |
| d. 21 - 39         | 2  | 2%  | 4%                        |
| e. 40 or more      |    |     |                           |

23. Have you worked most of the time since you've been in college?

|        |    |     |
|--------|----|-----|
| a. no  | 63 | 52% |
| b. yes | 57 | 47% |

24. What types of Student Financial Aid, if any, do you receive from the University? [MAY CHECK MORE THAN ONE ANSWER]

|                   |    |     |
|-------------------|----|-----|
| a. none           | 74 | 62% |
| b. loan           | 27 | 23% |
| c. grant          | 36 | 33% |
| d. work-study job | 6  | 5%  |
| e. scholarship    | 8  | 7%  |
| two types of aid  | 23 | 19% |

25. Do you have any concern about your ability to finance the rest of your college education?

|                  |    |     |                             |
|------------------|----|-----|-----------------------------|
| a. none          | 74 | 62% | } 38% some or major concern |
| b. some concern  | 29 | 24% |                             |
| c. major concern | 17 | 14% |                             |

26. Do you provide financial support, in full or in part, for anyone other than yourself?

|                              |     |        |
|------------------------------|-----|--------|
| a. no                        | 115 | 96%    |
| b. yes, for one other person | 4   | } 5 4% |
| c. yes, for two others       |     |        |
| d. yes, for three or more    | 1   |        |

NOW I WANT TO ASK YOU ABOUT YOUR EDUCATION PRIOR TO ENROLLING  
AT BERKELEY.

27. How many colleges have you attended since high school graduation?

|                  |    |     |                             |
|------------------|----|-----|-----------------------------|
| a. one           | 78 | 65% | } 35% 2 OR MORE<br>COLLEGES |
| b. two           | 28 | 23% |                             |
| c. three or more | 14 | 12% |                             |

28. Were you out of school at any time since graduation for a year or more?

|                       |    |     |                  |
|-----------------------|----|-----|------------------|
| a. no                 | 83 | 69% | } 19% 1-5 YRS    |
| b. yes, 1-2 years     | 12 | 10% |                  |
| c. yes, 2-5 years     | 11 | 9%  |                  |
| d. yes, 5-10 years    | 11 | 9%  | } 11% OVER 5 YRS |
| e. yes, over 10 years | 3  | 2%  |                  |

29. Did you take any courses at Berkeley prior to enrolling as regular student?

|                                                            |    |       |
|------------------------------------------------------------|----|-------|
| a. no                                                      | 1  | } 12% |
| b. yes, while in high school (accelerated h.s. program)    | 2  |       |
| c. yes, while in community college (concurrent enrollment) | 10 |       |
| d. yes, summer session                                     | 1  |       |
| e. yes, University extension                               |    |       |

30. Did you attend the CALSO orientation program on this campus last summer?

|        |        |
|--------|--------|
| a. no  |        |
| b. yes | 53 44% |

31. When did you decide you wanted to come to Berkeley?

|                          |    |     |
|--------------------------|----|-----|
| a. in high school        | 23 | 19% |
| b. first year of college | 20 | 17% |
| c. other (later)         | 77 | 64% |

32. Why did you go to another college instead of coming to Berkeley as a freshman?

|                                                    |    |     |
|----------------------------------------------------|----|-----|
| a. I did not think I could get into Berkeley.      | 6  | 5%  |
| b. I was not eligible for UC as a freshman.        | 24 | 20% |
| c. I applied but was redirected to another campus. | 7  | 6%  |
| d. Financial reasons.                              | 25 | 21% |
| e. I wanted to go to a smaller school first.       | 11 | 9%  |
| f. Other _____                                     | 47 | 39% |

33. Was there any one person (friend, teacher, relative, etc.) who had a major influence on your decision to come to Berkeley?

48%

|                                              |    |     |
|----------------------------------------------|----|-----|
| a. no                                        | 63 | 52% |
| b. yes, a h.s. or college counselor          | 2  | 2%  |
| c. yes, h.s. or college teacher              | 7  | 6%  |
| d. yes, a parent or relative                 | 27 | 22% |
| e. yes, a friend now or formerly at Berkeley | 13 | 11% |
| f. yes, other _____                          | 7  | 6%  |

34. What were your major reasons for choosing to come to Berkeley?  
[GET TWO REASONS ONLY]

|                                            |     |     |
|--------------------------------------------|-----|-----|
| a. good academic reputation                | 103 | 86% |
| b. will help me get a better job           | 6   | 5%  |
| c. low tuition compared to private college | 14  | 12% |
| d. good offer of financial aid             | 0   | —   |
| e. close to home                           | 27  | 23% |
| f. other _____                             | 16  | 13% |

35. If you had not been admitted here last Fall, what would you have done?

|                                            |    |     |
|--------------------------------------------|----|-----|
| a. applied again for next year             | 27 | 22% |
| b. gone to another UC campus               | 14 | 12% |
| c. gone to a state college                 | 19 | 16% |
| d. stayed where I was for the full 4 years | 27 | 22% |
| e. other _____                             | 32 | 27% |

36. How did you obtain information about prerequisites for Berkeley?

|                                                            |    |     |
|------------------------------------------------------------|----|-----|
| a. from counselor at last college                          | 43 | 36% |
| b. through a friend at UC Berkeley                         | 1  | 1%  |
| c. from a UC Berkeley representative who visited my school | 2  | 2%  |
| d. personal contact with college or department at UCB      | 26 | 22% |
| e. other: <u>catalog/brochures</u>                         | 33 | 27% |
| f. <u>" , various</u>                                      | 11 | 9%  |

37. Were you given complete and accurate information about requirements for the major you were interested in?

a. no 31 26%

What went wrong? \_\_\_\_\_

b. yes 85 71%

38. How did you feel, in general, about the advising you received at your last college about the University?

|                   |    |     |       |
|-------------------|----|-----|-------|
| a. very satisfied | 15 | 13% | } 47% |
| b. satisfied      | 41 | 34% |       |
| c. dissatisfied   | 39 | 32% |       |

[IF ANSWER IS "DISSATISFIED," PROBE] \_\_\_\_\_

39. Thinking back to the application/admission procedures for getting into Berkeley, was there anything that was a significant problem for you?

|        |    |     |
|--------|----|-----|
| a. no  | 80 | 67% |
| b. yes | 39 | 32% |

40. Can you give us any suggestions about how to give students in your former college the information they need about Berkeley?

|                             |    |     |
|-----------------------------|----|-----|
| a. don't know               | 52 | 43% |
| b. yes - send UC Rep.       | 20 | 17% |
| c. better info. / lit.      | 28 | 23% |
| d. keep counselors informed | 12 | 10% |
| e. other                    | 8  | 7%  |

NOW, THESE ARE THE FINAL QUESTIONS.

41. About how often do you attend any sort of extracurricular activity on campus (concert, play, sports event, etc.)?

|                             |    |     |
|-----------------------------|----|-----|
| a. never attend             | 20 | 17% |
| b. once or twice a semester | 27 | 22% |
| c. about once a month       | 19 | 16% |
| d. about once a week        | 54 | 45% |

42. Do you belong to any campus-sponsored organizations (social, political, ethnic, etc.)?

|        |    |     |
|--------|----|-----|
| a. no  | 69 | 57% |
| b. yes | 51 | 42% |

43. If you had personal problems you wanted to talk about, where would you go for help on this campus?

|                              |    |     |            |    |     |
|------------------------------|----|-----|------------|----|-----|
| a. don't know                | 46 | 38% | e. friend  | 15 | 13% |
| b. <u>COUNS. CTR.</u>        | 26 | 22% | f. family  | 6  | 5%  |
| c. <u>dept. adv. / pref.</u> | 8  | 7%  | not campus |    |     |
| d. <u>other campus c/o.</u>  | 19 | 16% |            |    |     |

44. Do you expect you will graduate from this campus?

|                      |                   |
|----------------------|-------------------|
| a. no                |                   |
| b. yes [SKIP TO #45] | 119 (1 no answer) |

[IF NO] What do you expect to do?

|                               |       |
|-------------------------------|-------|
| a. transfer to another school |       |
| b. drop out and get a job     |       |
| c. other                      | _____ |
|                               | _____ |

45. What are your plans after you graduate?

|                          |    |     |
|--------------------------|----|-----|
| a. get a job             | 46 | 38% |
| b. go to graduate school | 58 | 48% |
| c. other                 | 14 | 12% |

46. Has anyone else in your family gone to college?

|        |     |     |
|--------|-----|-----|
| a. no  | 12  | 10% |
| b. yes | 108 | 90% |

Which family members? [MARK ALL MENTIONED]

|                   |                                |
|-------------------|--------------------------------|
| a. father         | } 55% with at least one parent |
| b. mother         |                                |
| c. sister         |                                |
| d. brother        |                                |
| e. other relative |                                |

47. Was a language other than English spoken in your home when you were a child?

|                |    |     |                        |
|----------------|----|-----|------------------------|
| a. no          | 87 | 72% | C. YES. SPANISH 12 10% |
| b. yes - Asian | 9  | 7%  | D. YES. OTHER 12 10%   |

What language? [IF NOT RECOGNIZABLE, ASK FOR SPELLING AND COUNTRY OF ORIGIN]

48. What did the students you know at your last college say about Berkeley?

|                                       |    |     |
|---------------------------------------|----|-----|
| a. It's just for straight-A students. | 57 | 47% |
| b. It's too big and impersonal.       | 7  | 6%  |
| c. It's full of radicals and weirdos. | 12 | 10% |
| d. other                              | 33 | 27% |

49. What did counselors and instructors at your last college say about Berkeley?

|                          |    |     |
|--------------------------|----|-----|
| a. Nothing               | 37 | 312 |
| b. Said positive things: | 60 | 502 |
| <hr/>                    |    |     |
| c. Said negative things: | 16 | 132 |
| <hr/>                    |    |     |
| Both Pos & Neg.          | 66 | 552 |

THAT'S THE LAST QUESTION. THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION. DO YOU HAVE ANY FINAL COMMENTS OR SUGGESTIONS ON WAYS THIS CAMPUS MIGHT MAKE THINGS EASIER FOR NEW TRANSFER STUDENTS?

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Interview began at \_\_\_\_\_ a.m.  
p.m. and ended \_\_\_\_\_.

Interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX B

Schools Last Attended by Respondents

## APPENDIX B

UC BERKELEY TRANSFER STUDENT SURVEY  
SPRING 1985

Office of Student Research  
August 1985

### SCHOOLS LAST ATTENDED BY RESPONDENTS

#### A. COMMUNITY COLLEGES (CC)

- |                      |                       |
|----------------------|-----------------------|
| 1. Alameda           | 18. Moorpark          |
| 2. American River    | 19. Mt. St. Antonio   |
| 3. Cerritos          | 20. Ohlone            |
| 4. Chabot (3)        | 21. Orange Coast      |
| 5. Citrus            | 22. Pasadena (3)      |
| 6. De Anza (2)       | 23. Pierce            |
| 7. Diablo Valley (4) | 24. Sacramento        |
| 8. Foothill (6)      | 25. Solano            |
| 9. Fullerton         | 26. San Francisco (4) |
| 10. Gavilan          | 27. S. Joaquin Delta  |
| 11. Glendale (2)     | 28. San Mateo (5)     |
| 12. Grossmont        | 29. S. Barbara        |
| 13. Hartnell         | 30. S. Rosa           |
| 14. Laney (2)        | 31. Southwestern      |
| 15. Marin            | 32. Ventura           |
| 16. Merritt (4)      | 33. West Hills        |
| 17. Modesto          | 34. Yuba              |

#### B. STATE COLLEGES (CSU)

- |                |                      |
|----------------|----------------------|
| 1. Bakersfield | 5. Sacramento (2)    |
| 2. Hayward     | 6. San Diego (2)     |
| 3. Humboldt    | 7. San Francisco (3) |
| 4. Northridge  | 8. San Jose (4)      |

#### C. UNIVERSITY OF CALIFORNIA - OTHER CAMPUSES (UC)

- |               |                   |
|---------------|-------------------|
| 1. Davis (6)  | 4. San Diego (3)  |
| 2. Irvine (2) | 5. S. Barbara (7) |
| 3. UCLA (2)   | 6. S. Cruz (7)    |

77 (continued)

D. CALIFORNIA PRIVATE AND ALL OUT-OF-STATE (OTHER)

- |                         |                       |
|-------------------------|-----------------------|
| 1. Biola                | 10. Louisiana State   |
| 2. Boston Arch. Ctr.    | 11. U. of Maryland    |
| 3. Bryn Mawr            | 12. Morten            |
| 4. Connecticut College  | 13. U. of Oregon      |
| 5. Denison              | 14. U. of the Pacific |
| 6. U. of Denver         | 15. Santa Clara       |
| 7. Gaston State         | 16. Smith             |
| 8. Holy Names           | 17. USC               |
| 9. Kaunas Medical Inst. | 18. Webb Inst.        |
19. Wentworth Inst.

Note: Each of these schools was reported by one respondent except as indicated by the numbers in parentheses.

APPENDIX C

Selected Responses Compared with Fall 1984 Freshman Survey and Spring 1978  
New Undergraduates Survey

# APPENDIX C

UC BERKELEY TRANSFER STUDENT SURVEY  
SPRING 1985

Office of Student Research  
August 26, 1985

Selected Responses Compared with Fall 1984 Freshman Survey and Spring 1978  
New Undergraduates Survey

|                                       | Transfers<br>(1985) | Freshmen<br>(1984) | All New<br>Undergraduates<br>(1978) |
|---------------------------------------|---------------------|--------------------|-------------------------------------|
| <u>Satisfied/Very Satisfied with:</u> |                     |                    |                                     |
| a. UCB Experience                     | 93%                 | *                  | 84%                                 |
| b. Quality of Teaching                | 93                  | *                  | 73                                  |
| c. Faculty Interaction                | 72                  | *                  | 50                                  |
| d. Student Contacts                   | 93                  | *                  | 79                                  |
| <br><u>Need Help with:</u>            |                     |                    |                                     |
| a. Study Habits                       | 32                  | *                  | 41                                  |
| b. Math                               | 9                   | 25                 | 26                                  |
| c. Writing                            | 23                  | 15                 | 32                                  |
| <br><u>Attended CalSO</u>             | 44                  | *                  | 56                                  |
| <br><u>Employed Part-Time</u>         | 43                  | 30                 | 40                                  |
| <br><u>Concerned About Finances</u>   | 38                  | 64                 | 42                                  |
| <br><u>Plan Graduate Study</u>        | 48                  | 90                 | 58                                  |
|                                       | <u>N=120</u>        | <u>N=1247</u>      | <u>N=780</u>                        |

Sources: Cooperative Institutional Research Program, UCLA, Summary of Data on Entering Freshmen for Fall 1984; Office of Student Research, The First Year at Berkeley: A Survey of 1977-78 New Undergraduates, 1981.

Note: Asterisks indicate topic was not covered in that particular survey. In some cases, these data are only roughly comparable, because of differently-worded questions. Moreover, notice the differences among the samples: one with freshmen only, one with transfer students only and one with both.

APPENDIX D

Qu. 17

#### APPENDIX D

UC BERKELEY TRANSFER STUDENT SURVEY  
SPRING 1985

Office of Student Research  
September 25, 1985

Question 17. If you had your college experience to do over,  
would you do anything differently?

48% responded yes. 28% said would have started here as a freshman.  
20% had other ideas, as follows:

##### Item #17c

1. Would have started college when he was younger. Was 27 when he began.
2. Would have gone to Stanford instead of Cal and would have been more prepared to deal with it than Berkeley.
3. Go to a small private school first, for two years and then transfer to Berkeley. Better to live away from home for a little bit.
4. Would spend two years at San Jose and study harder. Check what units transfer and find out more about requirements.
5. Might have come sooner, but not as a freshman.
6. Would have looked more at Berkeley's majors. Was advised to come here because of good grades at DVC. Wasn't really familiar with what was offered at UCB.
7. Try to get better counselling than what I got at San Mateo.
8. Would have been more organized rather than apply at last minute and would have applied to more schools.
9. Would have stayed longer at the CC and accumulate more units and, therefore, would have been able to handle Berkeley better.
10. Would have tried to arrange it so that she wouldn't have had to work.
11. Wouldn't have gone to Berkeley because he would have fit in better somewhere else like Cal Poly, but would go to Berkeley for graduate school.
12. Wouldn't have gone to Berkeley--would have gone to an Ivy League College for a better education.

(continued...)

13. Would have gone to Harvard; would have gone to one place for four years.
14. Would have transferred at a younger age.
15. Would have prepared better in high school. Had no plans to go to college at that time.
16. Would have preferred going to one CC (had been to several) then come here to Berkeley.
17. Would have gone to Europe to broaden horizons.
18. Would have gone to a CC first because basic classes are the same but less money.
19. Plan ahead better; improve study skills (but would still go to CC first).
20. Stayed where she was (UCLA).
21. Would have stayed at CC for less time, one year instead of two. Felt he would have adjusted better to Berkeley if he had come earlier.
22. Would have gotten through CC in two years instead of three; would have come here sooner.
23. Take different courses at SF State.

APPENDIX E

1. Qu. 39
2. Qu. 40
3. Final Question

## APPENDIX E

UC BERKELEY TRANSFER STUDENT SURVEY  
SPRING 1985

Office of Student Research  
August 19, 1985

Question 39. Thinking back to the application/admission procedures for getting into Berkeley, was there anything that was a significant problem for you?

Thirty-nine (32%) respondents answered "yes" and made the following comments:

### Complaints about Late Admission

1. Late (May) acceptance notice.
2. Notification of admissions very late.
3. Late acceptance notice, and then wasn't accepted, appealed and got in.
4. Problems with transcript; wasn't admitted until after school started.
5. Late acceptance notice, two weeks before school started. Need more time, if you have to find housing.
6. Acceptance notice very late. Employer was on my back. Didn't know what was going on and I couldn't get in touch with the person who was handling my application. In desperation called Congressman, got notice within a week. Didn't want to quit my job until I had gotten accepted.
7. Notification very late (June 30).
8. She came to Berkeley to talk with Art History department but they would not help her until she received her admit notice. Thinks transfers should be admitted earlier in the year.
9. Late notification.

### Problems with Course Transferability

1. Repeating non-transferable units (some of her community college courses were not accepted and she had to repeat them here).
2. Applied as a Developmental Studies major, decided to change and wrote Berkeley. They told him there was not room in PENR, so his last semester at SFSU he took classes in Developmental Studies, but when he received his acceptance, he had been admitted to the PENR major. He wasted a semester of courses at SFSU.
3. Was not accepted because units were miscalculated. Did not have an advisor to help with the calculations. He appealed.
4. At first, UC did not accept credits from Webb Institute. Was told it was not an accredited college. Had to go to each professor with a syllabus from each class taken at Webb, get their signature, before credits were accepted. Subject A was not accepted

#### Problems with Course Transferability (continued)

5. Too many units for an economics major.
6. Problem with high school transcripts.
7. Getting classes okayed for transfer credit, had to call several times from back east.
8. Had to take 21 units last semester at Sacramento State. Applied Spring '84, but couldn't get in due to credit deficiency.
9. Transferring AP English test.

#### Lost Documents

1. Had a difficult time getting transcripts from UC Extension. They were hand-delivered and now they tell me that they might be lost.
2. Long and tedious ordeal that continued for about 10 months. Initial application package was lost. Was not admitted, appealed. Had to change my major.
3. Made him take a foreign language test but didn't need to. A lot lost in the mail--sent a lot of stuff two times.
4. Financial Aid asked him for same information twice, etc. Called them and finally got it straight but was denied. Financial aid denied in April, notified of admission in May.
5. Mix-up in files; wrong address.
6. They lost my financial aid application.

#### Inaccessibility and Mis-communication

1. Communication over phone was poor, referred to others frequently.
2. Bureaucracy made it difficult.
3. Reaching someone who could answer grievance.
4. Hard to get hold of the admissions undergraduate office.
5. Minimum contact between Office of Admissions and him. He had to call about three times a week.
6. Took a long time to get help when calling on the phone.

### Comments on Essay

1. Thinks UC transfer students should have to include more information about themselves on their applications so non-academic things would be considered (leadership, etc.).
2. Writing the essay.
3. Essay--didn't know how to write it; wanted to catch the reader's eye.
4. The short essay was a problem. I was unsure if their interest was academic or personal.

### Other

1. Putting it off, just doing it.
2. Deadline too early.
3. The University makes it seem as though you can't apply as a sophomore--creates some problems because students are misled.
4. Although it wasn't made clear enough, applications for financial aid and housing didn't have to come in at the same time.
5. Received an ambiguous letter, confused her, wasn't sure whether she was in or not, came to University and they told her if she completed her courses, she was in. She just found the letter annoying.
6. Had to apply to both Berkeley and Optometry School.
7. Had put down "Undeclared." She didn't know that she couldn't do that. The Admissions Office called her and told her she must declare a major. She went through a lot of red tape to change this.

Question 40. Can you give us any suggestions about how to give students in your former college the information they need about Berkeley?

Sixty-eight (57%) respondents answered yes and made the following suggestions:

1. Make information more available, use pamphlets.
2. Have information available in the college relations office at the CC about Berkeley.
3. Supply literature.
4. Have more and accessible information to students. (Dorothy Knoell of CPEC is looking into the problem.) Provide an information day with representatives from each department.
5. Send representatives from Berkeley from specific departments to CCs.
6. Utilize the school newspaper for information about Berkeley. Have seminars for potential transfer students (advisors for specific departments).
7. Clarify application process. Encourage students to understand clearly what is expected of them on the application.
8. Have representatives visit CCs (student representatives).
9. Procedures need simplifying: a special package needed just to explain majors and requirements. Assist school with getting students to come to Berkeley.
10. Should go through CalSO.
11. Recruiters should visit regularly.
12. Advising should be more visible.
13. Prerequisites for majors printed, also on housing and transportation.
14. Need more pamphlets; admissions people should know more.
15. Make catalog available. Most students would only be interested at the graduate level.
16. Have a widely advertised Community College Day; information sent to counselors.
17. Make counselors and CC students aware of changing requirements, especially in English requirement.
18. CC advisors should be better informed about Berkeley and its requirements.
19. Make information about Berkeley more visible around the campus.
20. Set up a table (brochures)--more information needs to be presented in person.
21. Make sure they take transferable classes--(a problem at Merritt, lost units)--more programs for transfers (orientation-type)
22. Hire someone at Berkeley whose only job is to keep counselors informed and updated. Nobody knows what everybody else is doing.
23. Previous transfer students from S.C. should visit those planning to transfer to make sure they keep up and do things right so they don't have to repeat a semester.
24. Counselors should have a list of required courses.
25. More information.
26. More interaction with Berkeley students in the majors of interest. More education of community college counselors with regard to requirements. CalSO did a good job.
27. Better information about deadlines and processing of material--and importance of those deadlines stressed--kept current.
28. Booklet or pamphlet information--especially for the school you're interested in
29. More visits from UC counselors or personnel, more written information.
30. Refer the students directly to the department he/she is interested in.
31. Send admissions requirements and catalog to West Hills (CC) for the advisors.
32. More informal brochure would be better than catalog.
33. Requirements need to be made clearer.
34. Information needs at S.A.C. (college)

35. Should have information about all UC schools at each UC campus.
36. Send someone to (other UC campus)--a representative--need more information in redirect packet.
37. More brochures, deadlines made clearer.
38. UC representative should visit regularly, talk with students. CC-UC course equivalents should be established.
39. Students should come to Berkeley and talk to counselors before applying. I had a better idea of what UC wanted when I did this.
40. Make pamphlets available at CCs from Berkeley.
41. Emphasize to students that they need to be proficient in math and English.
42. L&S bulletin not available soon enough at CCs.
43. Send representative from Berkeley to the campus.
44. Set up a transfer student schedule of deadlines.
45. Send representative from Berkeley to CC.
46. Better contact between students, counselors/advisors and UC advisors.
47. Distribute information (application booklets, fliers) to counseling office; emphasize that UC Berkeley is not as large as people think.
48. Handouts about UC campuses should be available when picking up transfer form.
49. Send advisors from Berkeley to CCs.
50. Humboldt counseling office needs applications and general information on Berkeley.
51. Educate counselors at CCs about UC's requirements and prerequisites.
52. Have a Berkeley representative visit the colleges.
53. Counselors should be more aware of requirements.
54. Students should visit the Berkeley campus.
55. Students should be more aware of breadth requirements and clear on which classes are transferable.
56. Should have a copy of a course booklet--access to a catalog.
57. Students should visit the campus and keep in touch with their CC counselor.
58. Transferable units of courses should be made clearer. Publicize that Berkeley wants more transfers.
59. Need more information about various Berkeley departments.
60. Pamphlets need to be more concise.
61. Semesterly-updated requirements for each department sent to the CCs.
62. Advisors need to be more informed and they should encourage the student to visit Berkeley directly.
63. Prerequisites need to be made clearer.
64. Make L&S breadth requirements available/more available to students.
65. College of Marin needs a workshop for counselors.
66. Keep catalogs updated at the CC.
67. Have representatives come and speak at CCs, especially representatives from specific departments.
68. Students should visit the UC Berkeley campus.

Final Question. Do you have any final comments or suggestions on ways this campus might make things easier for new transfer students?

Fifty-four (45%) responded as follows:

1. Emphasize the amount of time needed for studying; encourage them to seek help when needed.
2. Have a "transfer get-together."
3. Make it easier to obtain housing.
4. Provide counseling with correct information about requirements.
5. Provide help with obtaining housing, especially when a student comes from so far away.
6. CalSO was very good.
7. Admission made easier.
8. Cut out bureaucracy. Didn't like the ACE enrollment procedure this last spring.
9. More generous with financial aid.
10. Earlier notification of admission.
11. Faster notification of admission.
12. Have better accessibility to persons in admissions when one has a problem and needs to ask questions, etc.
13. Was forced to come to summer school, which he resisted, but it turned out to be a good way to get in and get introduced to the campus. This might be a helpful thing to other students.
14. CalSO was good.
15. CalSO was very good. UC counselors kept telling me that transfer students don't do well at UC. This should not be allowed.
16. More orientation programs for transfer students.
17. Not much you can do in a bureaucracy this size. More employees needed so lines won't be so long--rude employees need instructions in courteousness.
18. Hard to get through to the admissions office--put on hold a lot. Maybe there could be a special number for transfer students or extend the hours.
19. Find housing for transfers.
20. More available contacts for transfers.
21. Improve registration procedure.
22. CalSO orientation was very very helpful. Students in the departments talking to CC students--students know more than advisors.
23. Send notices to encourage students to attend CalSO.
24. Provide a counselor(s) just for transfer students because their needs are different from other students. CalSO was very helpful.
25. Notification of admission should be sooner.
26. Improve access to books in libraries; books are never there, stacks mixed up, just a mess.
27. More orientation/outreach especially career center, internships.
28. More opportunity to meet people so school and social activities will run better. The other students could help orient the new students.
29. Professors need instructions in teaching skills.
30. A special office for transfer students--special advisors--orientation, especially on pace of classes, greater amount of study needed here same number of units.
31. CalSO very good.
32. It was an easy transition for him (he came from SF City College).
33. Would like a single, central listing for campus events.
34. More advising--should be imposed on transfer student.
35. Help with housing.

36. More personal--too overwhelming--better orientation, not just during the summer.
37. Encouragement to see major advisors more often.
38. CalSO was very good.
39. Older transfer students should be treated differently when the financial aid form is evaluated. We should be given a little more consideration. I am 37 years old and when I saw the size of the rooms in student housing, I knew there was no way I could live in these little cubicles.
40. More financial aid.
41. A tutorial program for upper division students. It is difficult to get counseling or see the TA's because office hours conflict with classes.
42. Better orientations.
43. Advance enrollment a big help--speed up transfer evaluations; nobody knew if I should be in the classes I was in.
44. Set up program for transfers to visit campus and meet with a Berkeley counselor.
45. Advising for transfers on how to use facilities--what is available on campus.
46. Additional ways to meet people. Should make sure more people receive information about Buddy Program.
47. More information about libraries, clubs, tours, etc.
48. CalSO was very helpful.
49. More advising time and personal interest--new transfers need a lot of help! Hard time finding housing--but too expensive nearby so had to go to Oakland (spent 9 days looking for an apartment).
50. Better organized information about registration and important dates.
51. Make more of an effort to get transfer students to orientation programs.
52. More information about housing.
53. CalSO did a good job.
54. Application package misleading. Needs clarification. In the package they say classes are small and that tutoring and counseling is available. Went to the Learning Center for help and there was no one there that could help me. It was a hard transition for me. I was lost the first semester.

APPENDIX F

First-Year Persistence and Performance of New Sophomore and Junior Transfers  
at UC Berkeley by Source Type

and

Graduation and Persistence Rates for Junior Transfer Students Who Entered  
Fall 1980, 1981, and 1982, UC Berkeley

APPENDIX F

First-Year Persistence and Performance of New Sophomore and Junior Transfers at UC Berkeley by Source Type

a. Third-Semester Persistence Rates

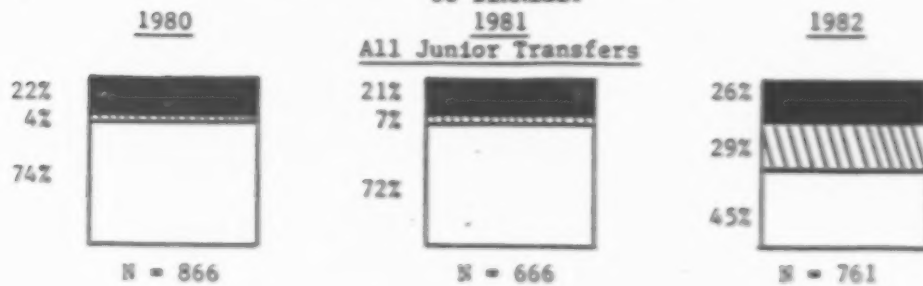
|                   |      | New<br>Transfers | Community<br>Colleges |           | CSU |           | UC<br>Inter-campus |           | Private<br>Colleges |           | All |           |
|-------------------|------|------------------|-----------------------|-----------|-----|-----------|--------------------|-----------|---------------------|-----------|-----|-----------|
|                   |      |                  | #                     | %         | #   | %         | #                  | %         | #                   | %         | #   | %         |
| <u>Sophomores</u> | 1980 | 761              | 350                   | 77%       | 89  | 83%       | 124                | 79%       | 37                  | 82%       | 600 | 79%       |
|                   | 1981 | 607              | 280                   | 80%       | 73  | 88%       | 136                | 92%       | 17                  | 65%       | 506 | 83%       |
|                   | 1982 | 639              | 241                   | 82%       | 67  | 80%       | 166                | 77%       | 29                  | 83%       | 503 | 80%       |
|                   | 1983 | 613              | 262                   | 80%       | 60  | 90%       | 167                | 89%       | 30                  | 94%       | 519 | 85%       |
| <u>Juniors</u>    | 1980 | 855              | 426                   | 80%       | 97  | 82%       | 134                | 87%       | 36                  | 75%       | 693 | 81%       |
|                   | 1981 | 666              | 362                   | 86% [83%] | 59  | 88%       | 106                | 84% [88%] | 40                  | 77% [79%] | 567 | 85%       |
|                   | 1982 | 764              | 383                   | 82%       | 73  | 94% [88%] | 104                | 87%       | 25                  | 93%       | 585 | 85% [84%] |
|                   | 1983 | 793              | 400                   | 85%       | 64  | 91%       | 200                | 90%       | 22                  | 73%       | 686 | 86%       |

b. First-Year Mean GPA

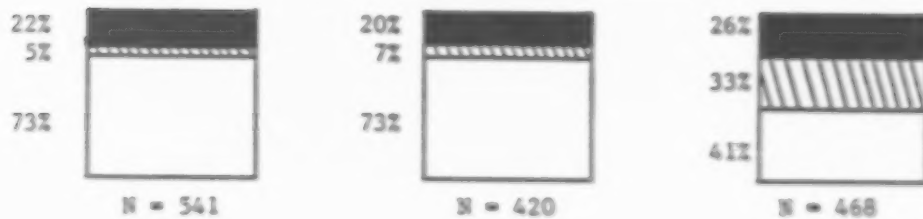
|                   |      | Community<br>Colleges |  | CSU         |  | UC<br>Inter-campus |  | Private<br>Colleges |  | All         |  |
|-------------------|------|-----------------------|--|-------------|--|--------------------|--|---------------------|--|-------------|--|
|                   |      |                       |  |             |  |                    |  |                     |  |             |  |
| <u>Sophomores</u> | 1980 | 2.89                  |  | 2.96        |  | 2.99               |  | 2.98                |  | 2.93        |  |
|                   | 1981 | 2.81                  |  | 2.94        |  | 3.00               |  | 3.03                |  | 2.89        |  |
|                   | 1982 | 2.87                  |  | 3.09        |  | 3.00               |  | 3.06                |  | 2.95        |  |
|                   | 1983 | 2.85                  |  | 2.80        |  | 3.02               |  | 2.62                |  | 2.82        |  |
| <u>Juniors</u>    | 1980 | 2.95                  |  | 2.96        |  | 3.18               |  | 2.97                |  | 3.00        |  |
|                   | 1981 | 2.91                  |  | 2.96        |  | 3.14               |  | 3.13                |  | 2.97        |  |
|                   | 1982 | 2.88 [2.91]           |  | 3.06 [2.98] |  | 3.03 [3.10]        |  | 3.08 [3.05]         |  | 2.95 [2.98] |  |
|                   | 1983 | 2.90                  |  | 2.96        |  | 3.07               |  | 3.02                |  | 2.99        |  |

Note: Bracketed figures are 4-year weighted averages.

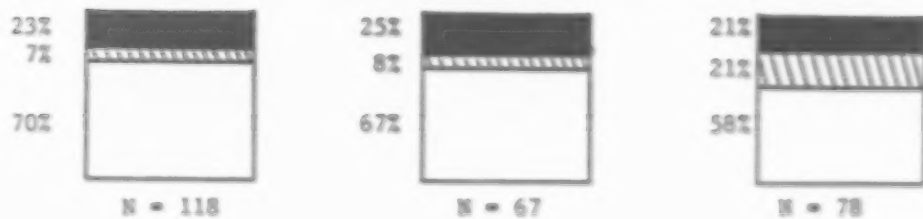
GRADUATION AND PERSISTENCE RATES FOR JUNIOR TRANSFER STUDENTS  
WHO ENTERED FALL 1980, 1981, AND 1982  
UC BERKELEY



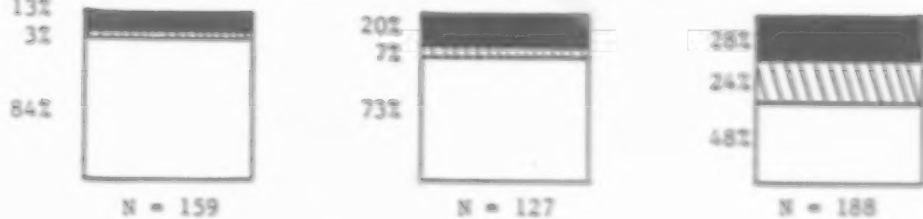
Community College Transfers



California State University Transfers



University of California Transfers



Private College Transfers



Not  
Returning  
Persisting  
Graduating

APPENDIX G

Selected Characteristics by Age Group

and

Age Group and Dissatisfaction with Berkeley Experience; Age Group and Social  
Integration

## APPENDIX G

UC BERKELEY TRANSFER STUDENT SURVEY  
SPRING 1985Office of Student Research  
August 26, 1985

## Selected Characteristics by Age Group

|                                        | 24 Years<br>or Less<br><u>n = 93</u> | 25 Years<br>or More<br><u>n = 25</u> |
|----------------------------------------|--------------------------------------|--------------------------------------|
| <u>Gender</u>                          | %                                    | %                                    |
| Male                                   | 46                                   | 48                                   |
| Female                                 | 54                                   | 52                                   |
| <u>Ethnicity</u>                       |                                      |                                      |
| Asian                                  | 12                                   | 14                                   |
| Black                                  | 12                                   | 9                                    |
| Hispanic                               | 8                                    | 9                                    |
| White/Other                            | 68                                   | 68                                   |
| <u>Source Type</u>                     |                                      |                                      |
| CC                                     | 45                                   | 36                                   |
| CSU                                    | 13                                   | 8                                    |
| UC                                     | 26                                   | 0                                    |
| Other                                  | 16                                   | 12                                   |
| <u>Out-of-School<br/>1 yr. or more</u> |                                      |                                      |
| No                                     | 87                                   | 0                                    |
| 1-5                                    | 12                                   | 54                                   |
| Over 5                                 | 1                                    | 46                                   |
| <u>Hrs. Work Per Week</u>              |                                      |                                      |
| None                                   | 62                                   | 60                                   |
| 10 or less                             | 11                                   | 16                                   |
| 11-20                                  | 26                                   | 20                                   |
| 21-29                                  | 1                                    | 4                                    |
| <u>Concern About Finances</u>          |                                      |                                      |
| None                                   | 60                                   | 64                                   |
| Some                                   | 28                                   | 12                                   |
| Major                                  | 12                                   | 24                                   |
| <u>Overall Satisfaction</u>            |                                      |                                      |
| Very Satisfied                         | 48                                   | 56                                   |
| Satisfied                              | 46                                   | 44                                   |
| Dissatisfied                           | 6                                    | 0                                    |

Age Group and Dissatisfaction with Berkeley Experience  
 Age Group and Social Integration

|                                         | 24 Years or Less<br><u>n</u> = 93<br>% | 25 Years or More<br><u>n</u> = 25<br>% |
|-----------------------------------------|----------------------------------------|----------------------------------------|
| <u>Dissatisfaction with UC Berkeley</u> |                                        |                                        |
| Quality of teaching                     | 4                                      | 18                                     |
| Personal contact with faculty           | 26                                     | 36                                     |
| Contacts with other students            | 8                                      | 5                                      |
| Quality of academic advising            | 26                                     | 27                                     |
| Availability of advisers                | 20                                     | 32                                     |
| Interaction with teaching assistants    | 10                                     | 14                                     |
| Overall experience                      | 6                                      | 0                                      |
| <u>Social Integration</u>               |                                        |                                        |
| Attend campus activities 1/week         | 53                                     | 18                                     |
| Belong to some campus organization      | 43                                     | 40                                     |
| Social life with new campus friends     | 72                                     | 32                                     |
| Attended CalSO                          | 42                                     | 52                                     |

APPENDIX #

An Overview of Freshman Persistence and Graduation at UC Berkeley

## APPENDIX H

Office of Student Research  
Gregg Thomson and Tom Cesa  
October 9, 1985

### AN OVERVIEW OF FRESHMAN PERSISTENCE AND GRADUATION AT UC BERKELEY

#### Freshman Persistence

- A record 87% of all Berkeley freshmen who entered from 1980 to 1983 returned for the second year (one-year persistence).
- Two-year persistence rates are also at a record high, with 78% of all 1980-82 freshmen still enrolled at the beginning of the third year.
- One-year persistence is now at a record high for underrepresented minorities, with 75% of the Black freshmen and 82% of the Chicano freshmen in the 1980-1983 period returning for the second year.
- Two-year persistence rates are also at record levels for underrepresented minorities.

One- and Two-Year Persistence Rates for Freshmen: 1972-1975 Combined, 1976-1979 Combined, and 1980-1983 Combined

| Ethnicity        | One-Year Persistence |         |         | Two-Year Persistence |         |         |
|------------------|----------------------|---------|---------|----------------------|---------|---------|
|                  | 1972-75              | 1976-79 | 1980-83 | 1972-75              | 1976-79 | 1980-82 |
| American Indian* | 62%                  | 78%     | 63%     | 49%                  | 54%     | 63%     |
| Black*           | 70                   | 70      | 75      | 60                   | 58      | 62      |
| Chicano*         | 71                   | 76      | 82      | 51                   | 65      | 72      |
| Latino*          | 78                   | 74      | 83      | 64                   | 65      | 75      |
| Pilipino*        | n/a                  | 80      | 83      | n/a                  | 71      | 71      |
| Asian            | 91                   | 90      | 91      | 81                   | 83      | 85      |
| White            | 82                   | 85      | 87      | 69                   | 76      | 78      |
| All Freshmen     | 83                   | 85      | 87      | 70                   | 76      | 78      |

\*Underrepresented minority

The increase in the one- and two-year persistence rates for underrepresented minorities from the mid-1970s to the mid-1980s has been accompanied by record minority enrollment increases. For example, there were 1071 underrepresented minority students who were new undergraduates in Fall 1984. This number is two and one-half times as many underrepresented minority students as in Fall 1975, the first year in which complete counts were available.

(over) 100

### Graduation Rates for Entering Freshmen

- 61% of all freshmen graduate from Berkeley after five years, according to the latest figures, which represent 1978 and 1979 freshmen.
- 39% of Berkeley's underrepresented minority freshmen graduate within five years. The graduation rates for the underrepresented minority groups are: American Indian 28%, Black 30%, Chicano 41%, Latino 46%, and Pilipino 49%.
- Eventually, at least half the underrepresented minority freshmen graduate from Berkeley.
- 64% of the underrepresented minority freshmen and 72% of the other freshmen who were in the upper two-thirds of the entering freshman class and otherwise not economically and educationally disadvantaged graduated or were still enrolled after five years.

Graduation rates and persistence rates for underrepresented minority and other students, i.e., White and Asian, are not directly comparable because of differences in academic backgrounds. More than half of the Black and Chicano students who entered as freshmen in 1978 and 1979 were from educationally and economically disadvantaged families (EOP) or were admitted with exceptions to the regular admissions requirements (Special Action). In contrast, only 3% of the Whites were EOP or Special Action students. Students admitted by Special Action have a lower graduation rate compared to students as a whole.

Additional analysis suggests that five-year graduation figures underestimate the actual underrepresented minority graduation rate. For example, an estimated 12% of Black and Chicano freshmen earn a degree after the fifth year, twice the rate for Asian and White freshmen.

A comparison of graduation and persistence figures for Berkeley and for the California State University (CSU) system shows that Black and Chicano freshmen at Berkeley are three times more likely to graduate within five years. Generally, underrepresented minority graduation rates at Berkeley are as good as or better than those at any comparable institution in the country.

Five-Year Graduation and Persistence Percentages for New Freshmen by Ethnicity for the University of California at Berkeley (UCB) and for the California State University (CSU) System

| Ethnicity                             | UCB - 1978 & 1979 Freshmen |                   |                                | CSU - 1978 Freshmen*    |                   |                                |
|---------------------------------------|----------------------------|-------------------|--------------------------------|-------------------------|-------------------|--------------------------------|
|                                       | Graduated<br>in 5 Years    | Still<br>Enrolled | Graduated or<br>Still Enrolled | Graduated<br>in 5 Years | Still<br>Enrolled | Graduated or<br>Still Enrolled |
| American Indian                       | 28%                        | 3%                | 31%                            | 20%                     | 17%               | 37%                            |
| Black                                 | 30                         | 9                 | 39                             | 11                      | 18                | 29                             |
| Chicano                               | 41                         | 10                | 51                             | 13                      | 22                | 34                             |
| Latino                                | 46                         | 7                 | 53                             | 16                      | 22                | 38                             |
| Pilipino                              | 49                         | 8                 | 57                             | 20                      | 28                | 49                             |
| Underrepresented Minority<br>Subtotal | 39                         | 9                 | 47                             | 13                      | 21                | 34                             |
| Asian                                 | 66                         | 4                 | 70                             | 29                      | 26                | 55                             |
| White                                 | 63                         | 5                 | 69                             | 32                      | 18                | 49                             |
| All Freshmen                          | 61                         | 6                 | 66                             | 26                      | 19                | 45                             |

\*Includes students who transfer from one CSU campus to another. 101